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PRAKTICKÉ VYUŽITÍ INDUKTIVNÍHO PŘÍSTUPU
PŘI VÝUCE ANGLICKÉ GRAMATIKY

PRACTICAL USE OF INDUCTIVE APPROACH
IN TEACHING ENGLISH GRAMMAR

ПРАКТИЧЕСКАЯ РЕАЛИЗАЦИЯ ИНДИКТИВНОГО
ПОДХОДА К ПРЕПОДАВАНИЮ АНГЛИЙСКОЙ
ГРАММАТИКИ

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PRAKTICKÉ VYUŽITÍ INDUKTIVNÍHO PŘÍSTUPU PŘI VÝUCE ANGLICKÉ GRAMATIKY

Resumé

Tato diplomová práce se zabývá praktickou realizací induktivního přístupu k výuce anglické gramatiky prostřednictvím prezentací zaměřených na studenty. Při těchto prezentacích studenti objevují gramatická pravidla sami. Teoretická část práce rozebírá principy, přípravu a použití induktivních gramatických prezentací. Výzkumný projekt byl proveden v šesté třídě základní školy. Patnáct žáků se tři měsíce učilo gramatiku induktivně. Praktická část zahrnuje čtyři podrobné přípravy na hodiny, které ukazují různé druhy použitých kontextů a technik objevování. Schopnost žáků použít gramatiku a naučené znalosti byly na závěr otestovány.

Reflexe po každé hodině, závěrečný test a dotazníky ukazují, že žáci byli aktivně zapojeni do gramatických prezentací a gramatické struktury si osvojili správně.

Klíčová slova

Angličtina jako cizí jazyk, samostatnost žáků, vyučování zaměřené na žáky, induktivní přístup, induktivní metoda, objevné učení, gramatika

PRACTICAL USE OF INDUCTIVE APPROACH IN TEACHING ENGLISH GRAMMAR

Summary

This diploma thesis deals with practical implementation of the inductive approach to teaching English grammar by means of student-centered presentations in which the students themselves discover the grammar rules. The theoretical part of the thesis analyzes the principles, preparation and use of the inductive grammar presentations. The research project was conducted in the sixth form at a basic school. Fifteen pupils were taught grammar inductively for three months. The practical part includes four detailed lesson plans that illustrate different contexts and discovery techniques that were used. In the end the students' knowledge and ability to use the grammar were tested.

Reflections after each lesson, the final test and the feedback questionnaire have shown that the pupils were actively involved in the grammar presentations and acquired the grammar structures properly.

Key words

English as a foreign language, learner autonomy, student-centered approach, inductive approach, inductive method, discovery learning, grammar

ПРАКТИЧЕСКАЯ РЕАЛИЗАЦИЯ ИНДУКТИВНОГО ПОДХОДА К ПРЕПОДАВАНИЮ АНГЛИЙСКОЙ ГРАММАТИКИ

Резюме

В данной дипломной работе изучается практическая реализация индуктивного подхода к преподаванию английской грамматики с помощью презентаций, направленных на учеников. Во время этих презентации ученики сами открывают грамматические правила. Теоретическая часть работы разрабатывает принципы, подготовку и использование индуктивных грамматических презентаций. Исследовательский проект был реализован в шестом классе начальной школы. Пятнадцать учеников в течении трёх месяцев изучало грамматику индуктивно. Практическая часть включает четыре подробные подготовки к урокам, которые показывают различные типы использованных контекстов и техник открываний. В конце исследования была испытана способность учеников использовать грамматику и освоенные знания.

Рефлексия после каждого урока, выпускной тест и анкеты показывают, что ученики были активно привлечены в грамматические презентации и правильно заимствовали грамматические структуры.

ключевые слова

Английский язык как иностранный, самостоятельность учеников, преподавание направленное на учеников, индуктивный подход, индуктивный метод, грамматика

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1 Introduction

1.1 The Change in the Czech Basic Education

A major change in the Czech educational system has occurred. The state no longer prescribes the exact curriculum to all basic schools, but only provides basic schools with the *Framework Education Programme for Basic Education* (further on in this section will be referred to as “the Framework”). In this document, a general concept of basic education is introduced, educational areas are defined and target competencies are stated. Each school then elaborates its own school educational plan, that comes out from the Framework. In September 2007 this concept of basic education was implemented in the first and sixth forms of all state basic schools in the Czech Republic.

The general concept of the Framework stresses learner’s critical and imaginative thinking, autonomy and responsibility. The key competencies introduced in the Framework further develop its general concept and are divided into several categories. The learning competencies include the focus on pupils’ independent planning and time organization, and control over their own learning. They also stress independent work with data (sorting, interconnecting, understanding, using) and the effective use of gathered information in learning process and practice. Self-reliant experimenting and observing, critical thinking and positive attitude to learning are also important. Similarly to the learning competencies, the problem solving competences emphasize independent planning of problem solving, use of students’ own experience and use of logical, mathematical and empirical methods (Framework Education Programme for Basic Education, 2007, pp. 12-15).

To summarize, the new concept of education stresses learner autonomy, independence on the teacher, use of critical thinking and further independent learning. These can hardly be achieved in the traditional teacher-centered instruction, where all pupils depend directly on the teacher, who controls the whole learning process.

1.2 Learning Foreign Languages

Foreign language learning is complex. Besides various cultural aspects of the foreign country whose language is to be acquired, and different strategies related to the language learning (e. g. learning new words and dealing with them), it is mainly speaking, listening, reading and writing that we need to develop when we want to be competent users of a language. These four components are referred to as “language skills” and they are to be developed in the EFL lessons. Each skill

comprises a set of subskills that make up the whole skill. For example, the reading skill requires predicting, skimming, scanning, analyzing, etc. Moreover, there are tools which make our language more accurate and which usually penetrate into the four language skills. These tools are often also referred to as language systems. These systems are grammar, pronunciation, vocabulary and spelling. The ability to understand and use these systems, in the same way as the ability to understand and produce the oral and written language, has to be acquired and practised in EFL lessons so that the students become competent users of the language.

1.3 Teaching English at Basic Schools

As the previous chapters stated, learning a foreign language is complex. Grammar, as well as other skills, subskills and systems, plays an important role in language teaching and learning. Besides these language aspects, the competencies that the Framework prescribes should be developed in EFL classes. One of the possible solutions to develop the competencies is the use of the inductive way to teach grammar.

This diploma thesis consists of four main parts. First, target language learners and differences between them will be analyzed. Second, grammar itself will be defined and approaches to it will be elaborated with the focus on the inductive approach. Third, the methodology of teaching grammar inductively will be introduced. The practical part will consequently verify the claims stated in the hypothesis in the sixth grade of basic school by means of applied qualitative research which includes four detailed lesson plans and reflections on them, final test analysis and feedback questionnaire results.

2 Language Learners

Learners of a foreign language differ in many ways that, for example, comprise age, first language, real foreign language level, previous experience with language learning, motivation, personality, aptitude and intelligences they have developed, learning styles etc. All these aspects are crucial in teaching and learning English. In the following parts of this chapter, Gardner's multiple intelligences concept, motivation and learner's age will be further examined and narrowed down for the further purposes of the thesis.

2.1 Multiple Intelligences

In his book, *Frames of Mind*, Gardner challenged the commonly used notion that 'intelligence' can be represented by a single number – IQ score. Instead, he proposed the existence of at least seven intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal (in Armstrong, 2000, pp. 1-2). Later on, Gardner added naturalistic intelligence, Goleman proposed emotional intelligence (Harmer 2001, pp. 46-7), and Gardner claims that that existential intelligence also fits the concept (in Armstrong 2000, p. 9; Maltby et al., 2007, p. 277). In the following parts of this chapter, linguistic and logical-mathematical will be further analyzed, because they are important for the inductive way of thinking¹.

It is important to stress that the intelligences are not separated. According to Armstrong, multiple intelligences concept "is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences" and these intelligences function together (2000, pp. 8-9).

2.1.1 Linguistic Intelligence

Armstrong characterizes this type of intelligence as the "capacity to use words effectively, whether orally ... or in writing". Structure of a language can be easily manipulated. Linguistic learners can use a language to remember and explain things, they also do not mind using metalanguage, i. e. language about language (2000, p. 2).

Students with strong linguistic intelligence, according to Boyles and Contadino, "enjoy playing with words and can communicate well", they learn best by hearing, seeing and repeating words (1997, p. 139).

Richards and Rodgers suggest the following activities: lectures, discussions, word games, storytelling, memorizing, using word processors, etc. (2001, p. 121).

¹ More detailed description of all the basic intelligences mentioned is available in Armstrong, 2000, pp. 2-4.

2.1.2 Logical-Mathematical Intelligence

Boyles and Contadino describe the people with strong logical-mathematical intelligence as tending to “question the world around them” (1997, p. 139). According to Armstrong, people with this intelligence can use numbers effectively and can reason well. They are “sensitive to logical patterns and relationships, statements and propositions (if-then, cause-effect)”. They can categorize, classify, deduce, generalize and hypothesize (2000, p. 2).

Story problems, demonstrations, logic problems and puzzles are some of the activities that Richards and Rodgers (2001, p. 121) consider most effective for these learners.

To conclude, both linguistic and mathematical-logical intelligence are important for inductive reasoning, which will be dealt with in chapter 4.1. The two intelligences are preconditions for the inductive way of teaching grammar, and at the same time these intelligences are further developed when processing grammar inductively.

2.2 Age

Apart from different intelligence readiness, age is another important factor which influences the learning process of a language. Further on, this thesis will focus on learners aged 10 to 15 at Czech basic schools.

2.2.1 Pubescent Learners at Basic Schools

The learners aged between 10 and 15 years have specific features. The boys and girls go through the process of puberty, which interferes with all aspects of their life. Vágnerová refers to this period as “perhaps the most dynamic, complex change in an individual’s life which somehow modifies all aspects of his or her personality¹” (1999, p. 237). Biological processes, development of thinking, changes in cognition of oneself and others take place at this age.

For the purposes of this thesis, mainly mental development and changes in thinking will be elaborated in the subsequent paragraphs. The biological changes, although important, lie outside the scope of the thesis and therefore will not be analyzed.

¹ Translated from the original text by the author of this diploma thesis: Puberta představuje snad nejdynamičtější, komplexní proměnu v životě jedince, která nějakým způsobem modifikuje všechny složky osobnosti (Vágnerová 1999, p. 237).

In Piaget's classification, new stage of thinking level, denoted as the *system of formal operations*, is explained. The pubescent is now able to perform a great amount of more abstract operations at a time. The phase of formal operations, according to Piaget and Inhelder, starts at the beginning of pubescence and reaches its peak usually at the age of 15 (in Langmeier and Krejčířová 2006).

Due to complex biological, cognitive and thinking changes, the teenagers experience emotional unsteadiness. Therefore some of their emotional reactions seem to be less appropriate. In the search for their own identity, and due to emotional instability, higher self-control often blocks expressing their own feelings to others and causes ups and downs in their self-esteem.

The new way of thinking also brings changes. Keating summarizes the thinking of teenagers who are capable of formal logical operations into the following points. First, they stress hypothesizing about more possibilities rather than accepting the existing option. Second, teenagers are capable of systematic thinking. Third, they can combine and integrate different abstract thoughts (Keating 1991, in Vágnerová 1999, pp. 247-8).

According to Erikson, this stage is characterized by the individual's search for and creation of their own identity (in Vágnerová, 1999, p. 253). In order to create his or her own identity, an individual needs to know his or her competences.

In terms of socialization, a teenager refuses subordinate role, or, in other words, disdains the role of a superior person, e. g. a parent or teacher. At the same time, the importance of a peer group increases. The individual's role within a peer group is substantial for his or her identity. Thus, as Harmer states, "the peer approval may be considerably more important for the student than the attention of the teacher" (2001, p. 39).

The new way of thinking, individual's search for their own identity and the disdain for authorities are closely related to motivation.

2.3 Motivation

Motivation is one of the key learner characteristics which determines the success in a foreign language learning. Motivation "provides the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process" (Byram, 2000, p. 425).

Motivation is very complex and changes in time. Psychologists explain motivation from different points of view (e. g. need-achievement theory, attribution theory, social-motivation theory¹). In the foreign language learning, Dörnyei's framework of motivation (1994) clearly illustrates the complexity of motivation and will be analyzed in the subsequent paragraph.

Dörnyei distinguishes three levels of motivation: language level, learner level and learning situational level. At the language level various components related to the aspects of the foreign language (i. e. culture, intellectual values) are situated. These can be further classified to integrative orientation, reflecting the desire to interact with and be similar to valued members of the target language community, and instrumental orientation, where language is primarily associated with practical goals (e. g. career). At the learner level Dörnyei places individual characteristics of the learner. These are, for example, need for achievement, self-confidence, language use anxiety, etc. Finally, there is the learning situational level, which involves course-specific motivational components (e. g. syllabus, materials, methods), teacher-specific motivational components (e. g. the impact of the teacher's personality, behaviour and teaching style) and group-specific motivational components (e. g. goal-orientedness, cohesiveness, norm and reward system) (Dörnyei 2001, pp. 18-19).

Alternatively to the Dörnyei's model of motivation, Williams and Burden's model (1997) is often used. This concept distinguishes between internal and external motivational influences. The internal factors are, for example, intrinsic interest of activity, perceived value of activity, self-concept, attitudes, confidence, etc., whilst the external factors can be, for instance, significant others (parents, teachers, peers), the nature of interaction with significant others, learning environment etc. (in Byram, 430). Some authors, like Harmer (2001), have accepted this concept and speak about the intrinsic motivation, that comes from the inside the individual, and extrinsic, caused by outside factors.

Both models analyze motivation in similar depth, however, each from different points of view. The Dörnyei's model (1994) provides better classification of the motivation influences, whilst the Williams and Burden's model (1997) clearly distinguishes between the influences from the inside and outside of the learner.

It is necessary to point out that motivation changes in time. Therefore, EFL teachers should regard to motivation as a process, realize how their students are motivated and try to generate and maintain

¹ These are further analyzed in Skehan (1989, pp. 50-3) and Dörnyei (2001, pp. 7-15).

the learners' motivation, especially when dealing with teenage students. The Dörnyei's model clearly illustrates that not only the learners' determination influences the overall motivation – there is also the learner's attitude to the course or a specific activity, teacher's style, peers, material choice, class atmosphere, etc., which motivate or demotivate students. The role of the teacher therefore influences the learning process, and according to the interaction in the class the instruction can be further classified into teacher and student centered approach.

2.4 Teacher and Student-Centered Approach

According to the status of the teacher and students in the classroom, language instruction can be divided into two categories – teacher and student centered. The teacher centered approach is characterized by the teacher speaking most of the time, while learners usually listen passively. Nunan compares this to the 'doctor-knows-best' approach, pointing out that "the teacher is the expert and the learners' views are irrelevant" (1991, pp. 178-9). On the other hand, in the student-centered approach, generally speaking, students work individually or in small groups and the teacher's role is not as dominant as in the teacher-centered approach.

Student (or learner) centered approach can be viewed from four perspectives according to what extent they influence the teaching and learning processes. Firstly, it can be perceived as learner-centered English language teaching, i. e. students contribute to the overall course content. Hedge illustrates this approach on a group of adult migrants or higher education students in English institutions (2000, p. 34). Secondly, student-centeredness can be defined as their contribution to the design of language learning activities, which is sometimes called learner-based teaching (ibid). In the third definition of learner-centered approach learners are encouraged to take responsibility of their own success in learning. This is similar to the second interpretation, but in this case learners are stimulated to continue learning outside the classroom. Also, they should acquire effective strategies for planning, performing and monitoring their independent learning. This approach is often called 'autonomous learning' and will be further developed in the subsequent chapter. The fourth and most common interpretation of learner-centeredness is "using a methodology which allows learners greater control over the learning process" (ibid, p. 35). In this thesis, further use of 'student-centered approach' or 'learner-centered approach' will refer to this interpretation.

Crooks and Chandron claim that nowadays the student-centered approach is in favor (in Celce-Murcia, 1991, p. 57). It provides better individualization of learning objectives, gives students more chances to work with the language and increases personal sense of achievement. Moreover, Crooks

and Chardon point out that students will pay more attention and learn better from one another (ibid). In the context of the Czech educational system, the *National Programme for the Development of Education in the Czech Republic* (also referred to as the *White Paper*) stresses that the organization of school instruction should transfer “from the prevailing dominant role of the teacher ... to utilization of natural activity of pupils¹” (2001, p. 49).

2.4.1 Autonomous Learning

The most extreme student centered approach is, as the previous part defined, called ‘autonomous learning’. It can take place outside the classroom and learners take their responsibility for language learning. In terms of autonomous learning, the *Framework Education Programme for Basic Education* sets autonomous learning as one of the priorities in the education of learners aged between 10 and 15 years (2007, p. 12).

Scharle and Szabó analyze autonomous learning further – they distinguish responsibility, which means that learners “accept the idea that their own efforts are crucial to progress in learning, and behave accordingly”, and autonomy, when learners “consciously monitor their own progress, and make an effort to use available opportunities to their benefit” (2000, p. 3). It is obvious that autonomy has to be encouraged and developed together with responsibility.

There are a lot of aspects which affect autonomous learning and sense of responsibility, some of which will be introduced. First, motivation is very important, mainly the intrinsic one. Second, self-reliance contributes to developing responsibility – students should believe in themselves and not only rely on the teacher. Third, monitoring, reflection on their own learning and acquiring appropriate learning strategies also play an important role. What is difficult for the learners, why it is so and how they could do to do it better should be discussed. Finally, cooperation and group cohesion are to be supported. Scharle and Szabó point out that cooperation “encourages the learners to rely on each other (and consequently themselves as well) and not only on the teacher” (2000, p. 8).

Autonomous learning and responsibility can be introduced and fostered in many ways, i. e. through projects, homework, reflections after activities, keeping learning journals or progress diaries, self-

¹ Translated from original text by the author of this diploma thesis: Změny v pojetí vyučování na 2. stupni základního vzdělávání znamenají především důsledný posun od předávání „hotových“ poznatků – systémů, přehledů a hodnot ke způsobům jejich hledání a nalézání, od převažující dominantní role učitele jako zprostředkovatele učiva k využití přirozené aktivity žáků daného věku a jejich mimoškolních zájmů a znalostí k vypracovávání vlastních rozsáhlejších projektů a prací na základě vyhledávání a třídění informací.

access centers, etc. Scharle and Szabó introduce appropriate activities to introduce and reinforce learner autonomy, dividing them into three categories which illustrate how the process flows: raising awareness, changing attitude and transferring roles (2000). Although autonomy, self-reliance and responsibility play an important role in inductive approach, which is the focus of this thesis, further analysis of individual techniques to promote learner autonomy is beyond the range of this chapter.¹

2.5 Summary

Concerning the biological and mental development, and motivational aspects described above, the following implications for the teenage learners can be stated. First, it is important to let the students experiment, consider new solutions and make them think independently about alternative ways. Second, interesting topics which can involve their way of thinking seem most appropriate for this age group of students. Motivation is very important with students at any age. However, with teenagers the teacher should pay special attention to the material choice, possibly having conducted a survey of the learners' interests or needs analysis. Third, as far as methodology is concerned, teachers should be aware of the fact that pubescent learners do not like being exposed to others and the selection of activities should respect this issue. Thus, as Cook implies, some techniques such as role-play or simulation are in conflict with their adolescent anxieties (2001, p.135). Last, in terms of multiple intelligences, different types of activities that challenge different intelligences should be employed in the lesson. As the intelligences work together, they can be combined in order to allow students perceive the language in more ways, and also to develop other intelligences.

¹ Further information about the development of learner autonomy, including practical guidelines and activities, can be found in Harmer (2001, pp. 335-344), Scharle & Szabó (2000), or Gower et al. (1995, pp. 118-125).

3 Grammar

Theoretical aspects of grammar will be dealt with in this chapter. The first part defines grammar, next, grammar is categorized and finally grammar in EFL classes is analyzed.

3.1 Meaning of “Grammar”

The term grammar is polysemous – it has more meanings. These meanings can be illustrated by the following citation from Oxford Advanced Learners Dictionary, which defines grammar as:

1. the rules in a language for changing the form of words and joining them into sentences,
2. a person’s knowledge and use of a language,
3. a book containing a description of the rules of a language,
4. (linguistics) a particular theory that is intended to explain the rules of a language or of language in general.

(Oxford Advanced Learner’s Dictionary, 2000, p. 559)

Similarly to common language users, who may interpret the word grammar differently, linguists regard grammar in various ways, too. Greenbaum and Quirk define the term grammar from four points of view: first, grammar may refer to the syntactical and morphological aspects of a language (in some contexts also including spelling and lexicology), second it may be viewed only as a synonym to syntax, third a grammar can be a codification of a language, and finally the word grammar may refer to “a way of speaking or writing that is to be either preferred or avoided” (1990, pp. 1-3). Kennedy specifies grammar more complexly – not only as syntax and morphology, but also as “description of English sounds, vocabulary, text types and text structures” (2003, p. 3). Swan defines grammar even more generally as “a limited set of devices for expressing certain kinds of necessary meaning that cannot be conveyed by referential vocabulary alone“ (2005, p. 7).

For the purposes of this thesis, the term grammar will further on refer to the language structures which are more complex than single lexical units, i. e. individual words, in English.

3.2 Types of Grammar

Within the definition of grammar stated above, grammar can be approached from various points of view. These will be briefly analyzed and compared.

The main division is between the prescriptive and descriptive approach to grammar. The first type – prescriptive – was largely used in the past, when “authors would seek to impose their own ... view of correctness upon language users” (Byram, 2000, p. 248). From this point of view, grammar is viewed as a codified product. On the other hand, in the descriptive approach, “the sole criterion for correctness is whether a form corresponds to actual modern usage” (ibid). Grammar is viewed as knowledge.

Descriptive grammar can be further classified into linguistic and pedagogical areas. Pedagogical grammar, as defined in Kennedy, focuses on the items of the language that are important for learners of English as a second or foreign language. It also focuses on the areas of the language which may cause difficulties. In addition, information on frequency of the item use is often included (2003, p. 4). Thus, pedagogical grammar can help teachers decide what language items to teach and to what extent.

Grammar can be further subcategorized. Dirven distinguishes, for example, pedagogical grammar for teaching, pedagogical grammar for learning, descriptive grammar (linguistics), descriptive grammar (using) etc. (in Oldin, 1995, pp. 73-4). Similarly, Leech speaks about academic, teacher’s and learner’s grammar (ibid). However, such detailed classification is beyond the range of the thesis.

To summarize, grammar can be observed and elaborated from various points of view. In the following part of the thesis, the pedagogical aspect will be discussed.

3.3 Grammar in EFL Classes

In the previous chapters, the concept of grammar was explained. The following parts deal with grammar in EFL classroom. First of all, approaches to teaching grammar will be analyzed.

Harmer distinguishes two basic ways of teaching grammar – covert and overt way (1989, p. 3). Teaching grammar in covert way means to hide the rules from the students. The new language is introduced and practised, but teacher does not focus students’ attention to any grammar facts – they are focused on the activity itself. This, to a certain degree, corresponds to the task-based approach towards teaching and this way of teaching is mostly used with very young and young learners. On the other hand, an overt way of teaching grammar means that the teacher provides students with the grammatical rules and explanations. This is what older learners aged 10-15 are capable of. Students at this age can be shown the grammar and the most common way is a presentation of the new language.

In the following chapters, teaching grammar in the overt way to learners will be discussed.

3.4 Features of Grammatical Structures

There is a common assumption that grammar structures are meaningless forms. Larsen-Freeman counters this ‘myth’ and points out that a grammar structure has three dimensions to be mastered: form, meaning and function (in Eckman, 1995, pp. 132-3). Gower adds possible problems related to the structure and use (1995, pp. 127-8).

3.4.1 Form

As far as the form of the grammatical item is concerned, it is necessary to distinguish spoken and written form. Teachers must decide what they want their students to acquire: only the written form or the oral form, or both. Each form has its own specific features and may cause problems to students.

As for the oral form, there might be pronunciation problems. For example, most function words (e. g. pronouns, determiners, prepositions, etc.) have two forms – strong and weak, which might seem confusing to students. Other difficulties for students can be, for instance, linking, sounds that are different in the students’ mother tongue and the intonation of questions, commands or question tags. Teacher has to consider the phonological and phonetic aspect of the structure and pay enough attention to it.

Similarly to oral form, written form may cause difficulties. These can be, for example, spelling changes in plural or past forms, spelling differences between American and British English, and punctuation. Additionally, in connection with the oral form, there are a lot of letters that occur in the written form, but are not pronounced. These are often referred to as ‘silent’ letters.

Moreover, a language often has strong idiomatic and regional features and these may well lead to misunderstandings and also can be inappropriate for the use in other contexts. Thus, as Thornbury suggests, teachers should present „neutral English without marked regional or cultural features, or without a strong bias to either the spoken or written mode“ (1998, p. 8).

3.4.2 Function

Function(s) of the structure is another aspect that the students should understand and properly use. The function is „the communicative purpose of that structure on a particular occasion“ (Hubbard et al., 1983). Functions are, for example, suggestion, offer, promise, advice, request, etc. The same

function may be expressed by several different forms, which may cause problems while presenting. So, teachers should plan in advance which function(s) and which form(s) they want to present.

3.4.3 Meaning

Meaning of the structure is also an important aspect. One structure may have more meanings, thus it is important to decide in advance what exact meaning(s) the teacher wants to present. Experts classify meanings into different categories.

Thornbury distinguishes two kinds of meaning – representational and interpersonal. The representational meaning refers to things by means of nouns, actions by means of verbs and circumstances by means of adverbs, whilst the interpersonal meaning uses modality, i. e. “grammatical means by which interpersonal meaning can be conveyed” (1998, p. 6). Modality thus shows obligation, probability, deduction, etc.

Kennedy, however, differentiates meaning further into three categories: propositional, illocutionary and modal. Propositional meaning is the literal meaning (often referred to as ‘sense’), whereas illocutionary meaning has the character of request or asking (i. e. ‘force’). Modal meaning, similarly to the Thornbury’s classification, expresses certainty, obligation, prohibition or permission (2003, pp. 69-72).

3.4.4 Use

Use of the structure is the last important feature. Gower et al. define use as “how and when the language item is appropriately used” (1995, p. 127). The level of formality, often referred to as register, and the relationship between speakers or writers also influence the choice of language that is used. Thus, use is an important component of language structures.

3.4.5 Possible Problems

Apart from the common features mentioned above, Gower et al. also propose potential problems to be introduced if it is appropriate to deal with them during the lesson (1995, p. 128). Common problems can be, for example, confusion with other structure in English (e. g. *I used to do* and *I was used to doing*), non-existence of the structure in the student’s mother tongue, inference of the students’ mother tongue, etc.

3.5 Summary

Grammar is usually taught explicitly (in the overt way) in EFL classes, usually by means of grammar presentations. In the presentations, the following aspects of grammar structures can be

introduced: form, meaning, function and use. Teachers in EFL classes present all or some of these four aspects, sometimes adding possible problems related to the structure. In the subsequent part of the thesis, the approaches to teaching grammar will be introduced.

4 Ways of Teaching Grammar

There are two distinct approaches to teaching grammar in the overt way based on the two fundamental ways of reasoning – induction and deduction. Therefore, it is important to understand what these two concepts are about.

4.1 Inductive and Deductive Reasoning

Two basic kinds of reasoning can be distinguished: deductive and inductive. Deductive reasoning means that conclusions are made from general theories and these conclusions are applied to specific instances, whereas the inductive reasoning is opposite – from particular observations to general hypotheses. Consequently, teaching grammar can be approached deductively or inductively.

4.2 Deductive Approach

The deductive approach employs the divergent way of thinking – it “starts with the presentation of a rule and is followed by examples in which the rule is implied” (Thornbury, 1998, p. 29). The principle of the deductive way used in teaching grammar results in the following three main advantages. First, it can be time saving. For example, some rules related to the form can be quickly given to the students. Second, this approach can correspond with some students’ expectation about language learning, mainly because of previous experience of grammar-translation method, which stresses translation and grammatical rules. As Byram states, grammar-translation method approaches language deductively (2004, p. 635). Furthermore, the deductive approach “is often thought of as more traditional way of teaching” (Kaye, 2007) and some students simply want to be given the grammar. Last, this approach is more teacher-friendly as it does not require as much planning as the opposite – inductive – approach.

However, the deductive approach has some disadvantages that may lead to a few problems related to it. First, students need to know and understand certain language terms, e. g. subject, clause, suffix, negative etc. The use of these words, which are called metalanguage, “may be off-putting for some students” (Thornbury, 1998, p. 30). Next, students are often quite passive during the teacher’s explanation and do not pay much attention to the teacher’s “chalk and talk” presentation. Furthermore, as Thornbury points out, “explanation is seldom as memorable as other forms of presentation, such as demonstration” (ibid.). Last, this approach may result in the students’ belief that language learning is only about learning the given rules and may lead to a loss of students’ motivation for learning.

4.3 Inductive Approach

In an opposition to the deductive approach, the inductive way of teaching grammar is quite commonly used. In principle, at the beginning some examples are introduced and consequently the rule is inferred from them.

4.3.1 Terminology

The authors of the literature relating to the inductive approach differ in the terminology. The inductive way of presenting grammar in the classroom is often referred to as ‘Discovery learning’ (Harmer et al 2001) or ‘Guided discovery’ (Gower et al. 1995).

Some authors refer to the inductive way of teaching grammar as ‘inductive approach’, e. g. Rivers and Temperley (1978, p. 110), Thornbury (1994), Brown (1994, p. 92), Bowen and Marks (p. 23, 1994), Kaye (2007), Gower et al. (1995, p. 211) and others. Some of them use the term ‘inductive learning’ when focusing on the process of learning rather than teaching. However, there are some authors who regard the inductive way of presenting grammar as a method and thus refer to it as ‘inductive method’, e. g. Ur (1996, p. 83). Thornbury defines the difference between approach and method as follows: “Approach denotes a more general theoretical orientation, while a method is just one way that the approach is realized in practice” (2006, p. 131). However, he adds that “it is now recognized that language learning is a more complex process than a single method can hope to address” and “nowadays, the term approach is used almost exclusively, method having fallen from favour” (ibid).

Moreover, Scrivener further extends the idea of clarifying grammar to two extreme cases. The first one, denoted as ‘explanation’, corresponds to the deductive approach (it is the teacher who presents the rules) and the second, very opposite one – ‘Self-directed Discovery’ (students find out for themselves). In the middle of the continuum defined by the two extreme approaches there is the ‘Guided Discovery’ which is the mixture of the two extremes in various proportions (2005, p. 265-6).

To summarize, the following terms may be used to refer to the way of reasoning from specific to general concepts when teaching language structures, sorted from the teacher’s point of view (teaching, guiding) to the student’s point of view (reasoning, learning): inductive approach, inductive method, guided discovery, inductive reasoning , discovery learning, inductive learning.

In the following chapters, to assure the consistency of the thesis, the terms ‘inductive approach’ or ‘discovery learning’ will be used to denote the inductive approach to grammar.

4.3.2 Advantages of the Inductive Approach

Naturalness, involvement of students and thinking development are the positive features of inductive approach. These aspects will now be further analyzed.

The inductive way is more natural than the deductive approach for the following reasons. First, this approach corresponds with the way a mother tongue is acquired. Although there were no grammatical rules explained, all of us were able to acquire our mother tongue to a proficiency level. Second, the inductive approach is closely related to second language instruction such as the Direct Method and the Natural Approach. These assume that “language data (or input) is best processed inductively and without recourse to translation” (Thornbury, 1998, p. 49).

Apart from more natural trait of the discovery learning, as the principle of the approach suggests, the rules that learners discover by themselves will more probably be understood and remembered than the rules which they are simply given by the teacher. This makes grammar more meaningful, memorable and practical.

Next, in a discovery presentation the learners are more involved than in the deductive one. The active approach is obvious, because it is the learner who has to find out the rule. Learners have to think more deeply about the problem and the “greater degree of cognitive depth also guarantees better memorability” (Thornbury, 1998, p. 54).

The inductive approach also leads students to independence and self-reliance. As Kaye points out, “if learners can find out rules for themselves then they are making significant steps towards being independent” (2007). Especially when done individually, discovery activities prepare learners for their further studies, encourage them to study outside the classroom and thus increase learner-situational and learner’s intrinsic motivation as well as their self-esteem and self-reliance.

If the discovery learning is set as a pair/group work, it contributes to better rapport, provides more space for communication and improves relationships among the learners, and thus contributes to better learning environment in the classroom.

Moreover, concerning learners at basic schools, especially at higher forms (aged 13-15), there are often problems with discipline, rapport and respect for teacher. These problems are often caused by emotional instability, search for individual’s own identity and disdain for authorities. Inductive approach, giving more responsibility and autonomy to the learners, then appears more appropriate for the learners between ten and fifteen years.

In addition, problem solving and pattern-recognition are methods which can be quite well used with the inductive approach. This also increases motivation and fits learners with stronger mathematical-logical intelligence.

4.3.3 Disadvantages of the Inductive Approach

There are several disadvantages of the inductive approach to be mentioned.

First, the inductive presentation lasts longer than the deductive one, because more time is needed for the students to discover the rule. Thus, there can be a lack of time for practice in the lesson. However, this disadvantage pays back in terms of memorization and understanding the rule.

Second, there is the danger that students might conclude a wrong rule, or make it too broad or too narrow. Teacher should always check whether the students understand the rule in the right way, either by using some practice exercises, or by asking for an explicit formulation of the rule, which itself can be done inductively and in English. Some strategies that can be used to react to students' wrong rules are suggested in chapter 5.4.4.

Third, the inductive presentation is definitely more demanding on the teacher in terms of planning and material preparation, and also his or her flexibility in the classroom to react to immediate students' needs. On the other hand, the more effort is given to the presentation, the better results will the teacher obtain from the learners in terms of understanding and rapport.

Next, there are some cases in which the inductive approach can seldom be used, for example, if there are a lot of exceptions to the rule. Thus, the use of the deductive approach or combination of the inductive and deductive approach can be more effective.

Last, some students might not feel comfortable being asked to discover the rule. These students may prefer to be told the rule. Possibly, they perceive the role of the teacher only as the 'resource of wisdom' and do not want to think about the language individually. In this case, some activities encouraging students' self-esteem, autonomy and independence should be integrated. Autonomy and student-centered approach were discussed in chapter 2.4.

4.3.4 Context for the Inductive Approach

It was stated above that using the discovery approach in TEFL requires the students to be involved in the situation and infer the rule themselves. The situation in which the new language is used is called context. Thus, context is an important precondition for the discovery learning.

Students have to understand the situation where the new language is used so that they can draw a rule from it. Thus, the context establishes an important basis for further language work. It also helps students memorize the rule, especially if it is clearly and interestingly defined. Due to context, as Stern claims, “languages are acquired at a psychologically ‘deeper’ level if they are experienced unreflectively in meaningful authentic contexts” (1992, p. 340).

4.3.5 Types of Context

Contexts can be established by means of many different techniques and methods. For EFL classes, the following types of context are suitable for grammar presentations: visual or oral context, texts, and short dialogues. Corpora and the Internet might be also used. In the following part of the thesis, some features and uses of the given contexts will be discussed and sorted from the most elementary ones towards the most authentic and advanced ones.

In order to establish visual context, pictures and realia can be used. They limit the irrelevant language, because the situation is introduced visually, thus it can be favorably used with the lower-level students. In the same way, visual contexts also limit ambiguity. Pictures and real objects attract students’ attention; therefore flash cards are so popular with young and very young learners. Verbal context can be also used – together with visual context they can create a personalized situation for a new structure to be introduced.

A bit more abstract use of visual and verbal contexts are texts. Again, they can be brought into the classroom in the visual form (newspaper and magazine articles, books, short stories, letters, tourist information leaflets, etc.) or they can be conveyed in the auditory way (songs, stories, news on the radio or television, etc.) or as the combination of both (e. g. listening to a song supported by its lyrics). Obviously, it is better to use texts with present relevance. Their appropriacy for the students should be carefully considered in the same way as their level. The choice of context is dealt with in chapter 5.2.5. Texts are also a great tool for practicing structures discussed before, because texts set these structures into new contexts. Furthermore, texts provide integrated skills work – “the language item can be drawn from a reading or listening text, isolated and focused upon, and then practised naturally, in, for example, a speaking or writing activity” (Gower et al., 1995, p. 131).

Short dialogues are very similar to texts. Again, they can be written or spoken. However, they are primarily used as a model for speaking practice and roleplays. They provide controlled practice at the beginning, later on students can modify and personalize them and thus roleplays can be used for

semi-controlled or freer practice. From the nature of the dialogues, they can be used to introduce and practise language functions.

Finally, the language corpus, a collection of authentic language texts, e. g. British National Corpus¹ can be another source of context. This type of context can facilitate language learning by means of information technologies. Students can search and analyze the corpora using web browsers or special software clients. Obviously, the use of corpora in EFL classes brings new possibilities and has a great potential. This tool can be used in many ways, especially as a concordancer. As Peachey suggests, this can be used in the classroom as a tool to explore collocations, understand different meanings of a word and finding genuine examples (2005). Harmer refers to the searched words via corpora as KWIC, standing for Key Words in Context, and suggests some activities for language research (2001, p. 175-7).

4.4 Summary

Grammar can be taught deductively (from rules given to learners) and inductively (from examples). The latter approach is more suitable for teenage learners at basic schools, as it employs and develops logical thinking, independence on the teacher and student-centered approach, which are some of the key competencies defined in the *Framework Education Programme for Basic Education* (2007). It also provides better memorability and understanding. The terms ‘inductive approach’ or ‘discovery learning’ will be further on used to denote this way of approaching grammar in EFL classes.

As the rule is derived from examples, context, i. e. the situation(s) where the language is used, is very important for the inductive presentation. Context can be visual (pictures, realia), oral (texts, dialogues, songs, news on TV etc.), visual and oral (films, etc.) or a computer database, called corpus.

In the following section of the thesis, the procedure for the inductive presentation will be demonstrated by means of planning in English language teaching. Presentation phases, methodological principles for choosing and working with context, discovery techniques, practice activities and possible problems will be analyzed.

¹ <http://sara.natcorp.ox.ac.uk/lookup.html>

5 Methodology

5.1 Introduction

This chapter will explain basic steps that teachers ought to follow before and while designing a grammar presentation, what should precede the presentation, and also what the presentation can look like and what should follow it. Possible problems which may occur when teaching using the inductive approach will be discussed at the end of this chapter.

Generally speaking, teaching at an institution should be conscious and organized. In the same way, teaching grammar at a basic school should be deliberate and well-prepared. As Harmer points out, teachers should know in advance what they want their students to achieve and how they are going to do it (2001, p. 311). In order to reach this goal, teachers need to be prepared for the lesson in advance and work out a plan for the specific lesson.

5.2 Planning in EFL Teaching

Lesson plan helps teachers guide the class, make decisions and, as Purgason mentions, generally “provides some security in the sometimes unpredictable atmosphere of a classroom” (in Celce-Murcia, 1991). As Scrivener says, plans also increase the chance of a successful lesson (2005, p.109). Moreover, they can serve as a record of what went on in the classroom and also as a tool for subsequent evaluation and reflection of the lesson. Thus, lesson plans are the starting point for testing and further planning.

Generally speaking, planning includes the following steps: consideration of teaching conditions (students’ needs, characteristics, knowledge; classroom characteristics, resources available etc.), setting aims, outlining the procedure of the lesson, evaluation of the lesson and preparation of necessary materials.

As the focus of this thesis is discovery learning of grammar, the following part will primarily relate to inductive grammar teaching.

5.2.1 Grammar in Syllabi

EFL courses usually follow a textbook with a syllabus where grammar structures are included. Most teachers feel comfortable when they can follow the coursebook. In the context of the basic education in the Czech Republic, the school’s educational programme should be also respected when teaching at a basic school.

Sometimes, however, it can be useful to adjust the syllabus. The teacher may want to include or exclude an activity if appropriate, or change the order of the items presented.

For example, in the light of my experience, it is effective to include grammar which caused problems in the previous productive work, e. g. in a writing assignment. Students often want to express themselves, but do not have the tool to do it. Teachers may take advantage of their students being focused on the language area and use the context the students themselves have used in their own work. Consequently, the structure (which the students could not or did not use properly) can be presented in a clear context, and then, as students still feel the need to know the language, they can acquire it quickly and effectively. This way of including grammar into the course fits students' needs. Consequently, this shows that the teacher has adjusted the lesson to them and thus increases their motivation for learning.

5.2.2 Considerations before Planning

The first step in planning is to decide what language the teacher wants his or her students to learn. When putting the language into the lesson, teachers should regard the following student-related facts: students' motivation, their level and knowledge, their abilities (i. e. skills, pace of the class, etc.), their needs and attitudes, learning preferences and requirements and possibly their future needs. Having considered these criteria, teachers may want to adjust the content of the language they want to present, again, fitting better the learners.

Some important elements in planning which relate to the inductive grammar presentations will be discussed below.

Sequencing Lesson

Linking lessons is one of the first attributes to be considered. Shrum and Glisam point out that teachers should start a lesson by relating previous work to the lesson (1994, p. 49). Learning and teaching then becomes better organized and students can see the system, from which they can benefit.

Teachers should also consider carefully what language will be necessary to revise before the target language will be taught. The following three points should be taken into account. First, teacher should think of what pieces of knowledge will be needed for the target structure, e. g. teaching present perfect will require knowledge of past participles of regular verbs and irregular past participles. Vocabulary needed for the presentation should also be revised. Second, teacher should

know to what extent these pre-requisites are familiar to students and how much revision will be needed. Generally it is useful to test or revise these pieces of language in advance. The third thing to consider is how the revision will be implemented into the lesson. There are various choices, e. g. the teacher can set the revision as a warm-up for the activity or as an individual task, explicitly revise the rules and include controlled practice, or, having taken this into account in advance, he or she can do the revision in the previous lesson or set it as homework. Having prepared the revision of necessary knowledge for the new language, the choice of context for the new language itself is to be specified.

Choosing Language Items

The teacher should specify what exactly he or she wants to present. In terms of grammar it is the particular form, use, function and meaning which the students should acquire. Teachers should not overwhelm students with too many items to learn, on the other hand the presentation has to be consistent and meaningful. For example, when presenting present continuous for the first time, the teacher will probably focus on the oral positive contracted form (i. e. He's watching TV), meaning (talking about things happening at present) and the use of the structure (actions happening 'now') so that students can understand and speak about things happening at the moment of speaking using short forms of present continuous. It would be too difficult for students to learn all long and short, positive, negative and question forms, and at the same time different uses (e. g. for future planned arrangements, for temporary actions around now, etc.) in contrast to the different uses of the present simple.

Context

As it was stated in the chapter dealing with context, it is the crucial element of inductive presentations. Motivational, practical and educational aspects have to be considered when choosing the context for a particular lesson.

Motivation is one of key factors of successful context choice. Harmer claims that we should select the context "which has a good chance of provoking interest and involvement" (2001, p.309) in order to obtain good results. It is often hard to say which topic will work best. Teachers should, again, consider their students' needs and motivation. Sometimes the teacher may want not to use the coursebook, and bring along a different context, e. g. relating to the current situation which could be more interesting to the pupils.

The format and the length of the context have to be appropriate for the pupils. In terms of a text, it should be easily readable and if students are asked to write into the text (perhaps some notes), there should be enough space for this. The length should be suitable for the target learners and for the subsequent discovery activity – a ten-year-old pupil might not be able to read and understand a ten page chapter of a book, and definitely will not be able to work with the text throughout all ten pages to discover the grammatical rule. However, we should avoid using too short texts as well, because, as Shrum and Glisan point out, with short texts students will more probably use the word-for-word processing strategies (1994, p. 115) and thus reading will probably take longer time, students will probably pause at each unknown word and reading will not be so effective. Moreover, shorter texts are also less cohesive (*ibid*). As far as listening context is concerned, it should be also appropriate in terms of length and format. Duration, quality of the recording, background noise and the accent of the speakers should be adequate to the students' level and the task which is to be set.

Besides the motivational and practical points of view, the educational aspect of context must be considered. Teachers have to use such contexts where the language is clearly demonstrated, preferably with no exceptions (form, meaning, use, function) to the rule which is to be inferred from it. At the same time, students have to be able to understand the context without great difficulties. The target grammar structures which are to be analyzed subsequently should occur in the text more times in order to provide sufficient number of examples. One or two is not enough, but too many can be confusing. In the latter case the number of examples can be reduced, for example, by highlighting the most illustrative cases of the structure and in subsequent discovery process students can be asked to work with the selected examples only.

If the context is a text (written or oral), one more issue occurs. The text has to be adequate to students' level in terms of the task which they are supposed to do. Analysis of different types of tasks to do with the context is out of the scope of this thesis and thus will not be discussed.¹

To summarize, not every context can be used in a particular class for particular discovery purposes. The motivational, practical and educational aspects have to be considered carefully. For instance, an authentic newspaper article about presidential election in Armenia will definitely not work with 12-year-old pupils in Czech schools to present the present continuous tense for actions happening at the moment of speaking. First, the article will not probably be interesting to the students. Second, there

¹ Some important notes are mentioned in the subsequent part of the thesis (Skills). More information about this issue can be found in methodology books dealing with teaching receptive skills, e. g. Celce-Murcia 1991 (pp. 79-122 & 167-222), Gower et al. 1995 (pp. 87-98), Harmer 2001 (pp. 199-242) or Nunan 1991 (pp. 17-38 & 63-82).

will be a lot of unknown words and students will almost certainly not understand the text – they will not know much about presidential election procedure and the text will probably include a lot of new words. Third, although there will almost certainly be examples of present continuous, some more uses of present continuous are likely to occur in the text, i. e. planned future arrangements or temporary/changing actions at present. So, this context cannot be effectively used with the pupils.

Finally, one more aspect should be pointed out. Some people may think that understanding a context (no matter whether in oral or written form) which includes unknown words or grammar structures cannot be successful. This is not true. Shrum and Glisan point out that “exposure to texts with unfamiliar grammar and vocabulary does not significantly affect comprehension” (1994, p. 116). This finding provides the ground for subsequent inductive presentation and confirms the principle of discovery learning – learners first understand the context (for which they do not necessarily need to know the grammar in the text) and consequently they can focus on the grammar and infer rules from the text.

Skills

Apart from context, skills that will be involved in the presentation (both for establishing the context and subsequent clarification) are to be taken into consideration. It is important to try to predict what difficulties the students might have in terms of receptive and productive skills.

Firstly, students’ receptive skills should be at adequate level in order for the students to understand the context. The idea of the inductive approach is to comprehend a situation and then draw rules from it, therefore, if the students might not grasp the context, it is advisable to make it easier for them to understand by using appropriate techniques, e. g. by pre-teaching unknown vocabulary, predicting the plot, providing students with the listening script, etc. It has already been stated in the previous chapter dealing with the choice of context that listening or reading tasks should correspond to the students’ level.

Apart from receptive skills, students’ productive skills should be efficient if the teacher wants his or her students to produce some language. It has already been stated in the chapter about planning, it is appropriate to consider what language will be necessary to revise in advance to support effective production.

For instance, when teacher wants his or her students to listen to a dialogue in a shop and tick the listed items the customer has bought, it is advisable to revise both the written form of the goods to promote reading the list, and spoken form of the goods for more effective listening and subsequent

feedback. Reading, listening and speaking skills are involved in this activity, and all of them have to be mastered at a certain level in order for the students to succeed in the task.

Organization Patterns

Teacher has to decide how the activity (or its parts) will be done and can choose from a variety of patterns. Possible ways are frontal teaching, pairwork, groupwork or individual work, each of which has its advantages and disadvantages. Generally, as Doff summarizes, pairwork and groupwork provide more language practice and students' involvement, and students also feel more secure and they can help each other (1988, p. 141). In individual work, on the other hand, students work independently.

Frontal teaching, sometimes called whole-class teaching, can be further classified into closed-ended teacher questioning, choral responses, teacher talk, and open-ended teacher questioning (Ur, 1996, p. 228). Also, the teacher is in control and thus mistakes can be corrected more easily.

Proper choice of organization patterns can help the teacher deal with heterogeneous classes. As far as discovery learning is concerned, all of the organization patterns can be used. Having grouped students accordingly, students can help each other cope with the context, discover the rules or they can practise the use of the structure together. Groupwork also develops learner autonomy, because students work independently on the teacher. Whole-class work is useful for giving instructions, eliciting ideas or feedback on the activity. On the other hand, individual work can be effective for individual discovering, development of autonomy and self-reliance, writing practice and, in contrast to whole-class work, it provides individualization of the task (i. e. teacher can give each student different tasks or materials according to their needs, preferences, knowledge, etc.).

Further elaboration of organization and interaction patterns is beyond the range of this chapter. ¹

Equipment

According to classroom possibilities, teacher can take advantage of using available equipment, e. g. blackboard, video, OHP, computer projector, CD player, etc. Furthermore, if the students are familiar with computers, the lesson (or its part) may take place in a computer lab, using the Internet, corpora, word-processor etc. Realia should be also considered. Real objects which are interesting to students can make the presentation more effective.

¹ More information on this issue can be found in Ur (1996, pp. 227-241), Harmer (2001, pp. 114-125) or Gower et al. (1995, pp. 21-6).

Classroom Dynamics

Students' age and learning style is also important for planning. Teacher also has to consider how often it will be necessary to alternate activities and types of activities ('stirring' or 'settling' activities) in order to keep students' attention.

Also, the balance of intelligences and learning styles employed should be taken into account. Gower et al. point out that teacher should "try to accommodate different learning styles as much as possible" (1995, p. 185).

Possible Problems

Finally, having considered the aspects of a lesson mentioned above, teacher should think about possible problems that may occur in the lesson. For example, students might not be able to cope with the activities or language. Perhaps, some words will cause problems, or students' receptive skills are not developed enough and the students will not understand the presentation in the target language. Teacher may want to adjust the plan to these possible problems and prevent them.

Some possible problems during the lesson are listed in chapter 5.4, including suggestions to solve them. Teachers, however, should make an effort to prevent these problems having considered them in the planning stage – before coming to the lesson.

5.2.3 Making the Plan

Having finished the pre-planning, teacher can start making the lesson plan. The plan should include the list of aims, objectives and steps of the lesson (sometimes called stages or procedure).

The list of activities may include brief descriptions and names of them, timing, instructions and examples, materials, interaction patterns, possible problems and their solutions, extra activities, etc. Some of these have already been mentioned in chapter 5.2.2. In the following chapter, only specifics of a grammar presentation will be discussed.

5.2.4 Inductive Presentation Phases

Discovery learning proceeds from specific examples of language to more general rules. Thus, the presentation using inductive approach should start with a proper lead-in and exposure to the language in order to establish context as clearly as possible. Context has already been dealt with in chapter 4.3.4 and choice of context in chapter 5.2.2. Next step is the analysis and clarification of a particular grammar item using some of the discovery techniques (these will be dealt with in chapter 5.2.6), and finally practice activities are usually included.

Of course, this is not the only possible scheme which can be used for inductive presentations, and terminology of the phases also differs. For instance, Crooks and Chaudron suggest the following outline of a rule-presentation: firstly “problem formulation”, secondly “induction”, when teacher elicits students’ opinions, followed by “rule formulation”, and “exemplification”. They point out the fact that teachers should always adapt this scheme to the concrete conditions, i. e. difficulty of the rule and the learners’ characteristics (in Celce-Murcia, 1991, p. 49).

5.2.5 Lead-in and Work with Context

In this phase, students’ motivation for the subsequent task should be risen, knowledge of the topic which is to be discussed should be revised, new vocabulary can be pre-taught and after that students can start working with the context. Methodology of both lead-in and work with the context phases is the similar to teaching receptive skills (including aspect of motivation, pre-teaching, skills and subskills employed, etc.), and thus will not be discussed in this place.

After this phase, students should understand the context well and be ready to the next phase – clarification, by means of discovery techniques.

5.2.6 Discovery Techniques

Clarification of the rule is the key element of the inductive approach. Having established clear context, the teacher wants his or her students to analyze it from the language point of view and find the rule themselves.

The analysis and clarification can take place in any organization pattern, i. e. as a whole class, in groups or individually. No matter which pattern is used, the following techniques can be applied when presenting grammar inductively.

Finding Examples

Teacher may ask students to find the examples of a structure in the text. Being asked, for instance, to find and underline all verbs in the text, the students prepare a set of data for further analysis using some of the following techniques.

Questioning

Questions are the most common technique for the inductive presentation – teacher asks questions and students find or think about the answers. Scrivener distinguishes the following kinds of questions: questions about form and function, problems and puzzles, reflection on use, hypothesizing rules, sentence analysis, discussion about language and contexts and situations (2005,

pp. 270-1). Questioning is essential for most discovery techniques – learners are guided to the rule through questions. The questioning technique was used, for example, in lesson 3 to clarify the meaning of the modal ‘must’ (see chapter 7.8).

Matching


Another useful technique for discovery presentation is matching. Students are asked to find relations between items from given groups. This relationship can be, for example, structure – example, structure – use, cause – effect, sentence beginning – sentence end, etc. Elements of each match can be represented by a piece of text (e. g. name of the structure, example sentence, explanation, definition, part of a sentence, group of words, etc.), pictures, pieces of listening (e. g. conversation, monologue, sound, tone of voice), videorecording (e. g. piece of news where the grammatical structure was used), mime or gesture (e. g. demonstrating particular feeling, mood, attitude or action), or by combination of them.

An example of a matching task is illustrated in the picture below. This task can be used when teaching the modal ‘can’ in unit 5A in *Project 1* (Hutchinson, 1999, p. 50) instead of the suggested deductive presentation. Having been exposed to the context (reading, listening – telephone conversation in exercise 1), students will do the exercise in Figure 1.

Match the sentences 1-2 to the pictures:

1) Stephen can take good photographs.

2) Rebecca can't take good photographs.

☐



☐


Fig. 1: An example of matching (example – meaning) using text (example) and pictures (meaning). Questioning techniques about the examples (in this exercise and text) then may be used to clarify the form (I, you, he, she ... + can/can't). Contrasting can be also used here. The pictures were retrieved from <http://www.iclipart.com>, accessed on 5/4/2008.

Classification

This technique is in fact extended matching. Students have to categorize individual elements into more abstract categories. Similarly to matching, students have to find or invent the relationship, in

this instance between ‘group’ and ‘element’. The elements can be represented, similarly to matching, by examples of use or form, phrases or words, pictures, etc. Groups can be, for instance, grammar groups (e. g. tenses, parts of speech, etc.), functions (e. g. offer, promise, etc.), rule formulations (e. g. different forms of the structure: the / a / an / zero article), etc.

Contrasting

A very important technique is contrasting. Teacher highlights a few distinct examples of the language structures (e. g. ‘just’, ‘already’ and ‘yet’ in sentences) and using appropriate questioning techniques students are led to the rule formulation. It is better to use fewer items to be contrasted – two or three are optimal.

A special case of contrasting two items where the items differ only in one aspect of their form is called minimal pair. For example, “I like those shoes” and “I’d like those shoes” are examples of a minimal pair. These are extremely useful, because students can more easily contrast the differences between the two structures and they immediately see the difference. Figure 2 shows how contrasting can be used for negative form clarification. This example can be used, similarly to the first example, after the exposition to the context and clarification of the meaning of can and can’t, in unit 5A in *Project 1* (Hutchinson, 1999, p. 50).

Look at the sentences. How do we make *can* negative?

+ I can draw.

– I can’t draw.

Fig. 2: An example of the contrasting technique: positive and negative forms of modal “can” are contrasted.

Another specific use of contrasting is the contrast between the corresponding structures in English and student’s mother tongue. Students thus can observe differences between the two languages, or , on the other hand, they can see the similarities, which is called comparing.

Comparing

Comparison of some examples can effectively lead to the discovery of the rule. Learners will be asked to find similarities in the structures highlighted. In terms of the form which is to be discovered, comparison can be more effective if the similar structures are put together, so that the similarity is clearly visible. Unlike contrasting, comparing should involve more than two or three

examples so that the learners can discover the rule easily. If the inductive presentation is based on work with a text, appropriate number of examples should be provided. The choice of proper context was discussed in chapter 5.2.2.

The following example illustrates the use of the comparing technique in a presentation of superlatives. This part of the presentation can be employed after presenting the meaning of the superlative forms (exercise 3a) and before the introduction of the irregular superlatives in *Project 2* (1999, p. 54-5).

How do we make the superlatives of these adjectives?	
Adjective	Superlative
small	the smallest
nice	the nicest
tall	the tallest
large	the largest
cold	the coldest

Fig. 3: An example of the use of the contrasting technique. Students will discover the form of the regular adjectives.

Sorting

When there are more ways to express a certain feature, for example frequency, probability, etc., the sorting technique can be effectively used. Students are given the words, phrases or whole sentences from a context (in mixed order) and have to put them in order, e. g. to sort the frequency adverbs from the most frequent one to the least frequent one. Scales to which the items will be put can be effectively used to illustrate the meaning of the individual items.

The picture below illustrates how the sorting technique can be used in a grammar presentation. The context for the presentation is provided in *Project 2*, unit 6A (p. 62, 1999). Having understood the text, students do the following task.

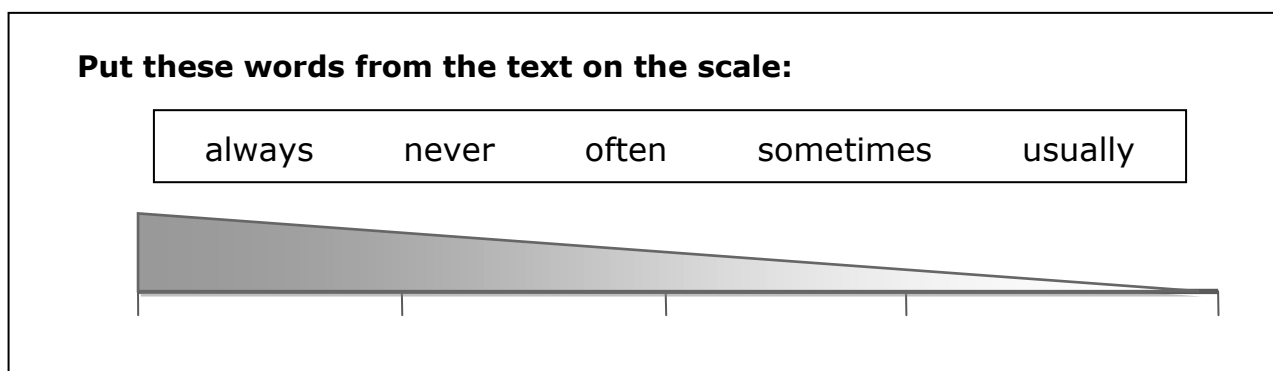


Fig. 4: Using the sorting technique students will discover the meaning of the frequency adverbs, together with their use and position in the sentence, as they will have to look them up in the text.

Exercises / Completing Sentences

After being exposed to context, students can try to do a grammar exercise related to the grammar included in the situation. It can be just one or two sentences from the context with gapped grammar words which are missing. Students' task is to 'find' the missing words. Similarly, this technique can be effectively used for the precise rule definition. This can work with more intermediate students who already know some grammatical terms (i. e. metalanguage), or it can be done in Czech, too. Students are asked to complete the rule with the missing words, or choose (or match) the missing word from the words available. This technique was used, for example, in lesson 1 (see 7.7). Students were asked to complete sentences with suitable prepositions.

Problem Solving

Students, of course, can be given more complicated tasks. For example, teachers may want their students to identify the structures with different meanings and explain why they are different. Using students' own mistakes and letting them correct each other can also be effective. More complex tasks, consisting of combinations of the techniques mentioned above can be created, too.

Naturally, the more complicated the task is, the more advanced students should be. More advanced students can thus work with the language more complexly. Harmer states that problem solving techniques can be used with all students beyond the beginner level (1987, p. 37).

5.2.7 Practice

In this phase, after the rules have been clarified, students start using the rules. According to the amount of the restriction of language and content, controlled, semi-controlled and freer activities can be distinguished.

After the clarification of the selected features of the grammar structure (meaning, form, use, function), controlled activities should be used first. This type of exercise restricts both the language students can use to the target structure(s) and the ideas the students can produce. So, students only apply the rules to new situations and in fact can make a mistake only in the rule application. These mistakes should be corrected as soon as possible. It is grammar accuracy that is practised and in case of any problems or misunderstandings the rule can be clarified again, using the examples from the exercise.

Next, semi-controlled activities can be implemented. In these activities, only language is controlled – students can produce their own ideas using the target structure(s). Thus, they can speak or write about more personalized topics and both accuracy (the necessity to use the rule learnt) and fluency (more natural and smooth use of language) are trained. Due to less restricted variety of possible sentences that the students can produce, more complex mistakes may be made at this stage – not only in the structure which was taught, but also in other phonological, morphological, syntactical or lexical areas. As this type of practice develops both accuracy and fluency, teacher should correct only the most significant mistakes, mainly in the target structure use. Correction does not have to be immediate, as the rule was clarified and practised in the previous stages.

Last, freer activities can be implemented. In this case, neither language nor ideas are controlled, so students can discuss various topics using different structures, not only the ones they have just learnt. This is mainly fluency practice and students are likely to make various mistakes. Depending on the types of the mistakes and their frequency, the teacher has to consider what mistakes will be corrected and when.

Error correction is important in the practice stage, but it lies beyond the scope of this thesis, so it will not be further discussed.

5.2.8 Language of Presentation

Grammar presentations involve a lot of language – the teacher first introduces the context, students have to understand the context, then grammar rules are inferred from the examples and are possibly further clarified at the end of the presentation and within the practice activities. The question is whether only English should be used in all the phases or whether the mother tongue can be used in some of them. This matter has been discussed for a long time.

A lot of teachers sometimes use their mother tongue when teaching monolingual classes where students speak the same language as the teacher. Macaro states five factors which commonly lead to

mother tongue use in EFL classes. These are: using the first language for giving instructions about activities, translating and checking comprehension, individual comments to students, giving feedback to pupils, using the first language to maintain discipline (in Cook, 2001, p. 154-5). So, should mother tongue be used in all these situations? Or is it wrong to use the mother tongue?

One of the possible conclusions that Harmer draws is to use English as much as possible in order to provide enough language input and to encourage students to speak English (2001, p. 132). However, there are some cases where the use of the first language may help. For example, mother tongue can be used at lower levels “to help both teacher and students in an explanation or discussion of methodology” (ibid). On the other hand, in terms of grammar presentation, English should be used primarily, because, as Cook points out, “explaining grammar in English ... provides genuine information for the student through the second language” (2001, p. 153).

In terms of inductive grammar presentations, the target language should be used as much as possible. However, if students do not seem to understand, especially in the classes where their first language is often used, teacher may conduct the inductive presentation in the mother tongue. Even if English is not used, students have to think about the language and discover the rules on their own, and, especially with beginner classes, they can formulate the rule in the mother tongue only.

Further analysis of the use of mother tongue and the target language is beyond the range of thesis.¹

5.2.9 Preliminary Evaluation of Grammar Presentations

Teachers generally try to assess to what extent the grammar presentation will work before coming to the class.

Ur provides some general characteristics of a good grammar presentation. She particularly stresses that teachers should know what exactly they are going to teach (what forms, meanings, uses, functions), in which contexts, and what terminology (if any) will be used, including the language of the presentation – mother tongue or English (1996, p. 83). She also provides a list of questions that can help teacher evaluate the grammar presentation.

Thornbury, on the other hand, suggests a more scientific approach to grammar presentation evaluation: the ‘E-Factor’ and ‘A-Factor’ (1999, p. 25).

¹Celce-Murcia provides outline of approaches to EFL teaching in the 20th century, including the role of mother tongue and English in the instruction (1991, pp. 5-9). Willis (1981) argues that English should be used in EFL classes only. She lists advantages and strategies for effective use of the target language in various situations. Gower compares teaching monolingual and multilingual classes and suggests how mother tongue use can be avoided in groupwork activities (1995, p. 63-5).

The 'E-Factor' stands for 'efficiency' – teaching should be as efficient as possible. It can be further analyzed into the economy, ease and efficacy aspects. The first – economical – aspect is related to time. The shorter time is spent on presenting grammar, the better. Planning and resources are also included in the economy aspect. The 'ease' relates to the practical aspect of the presentation – it should be easy to prepare and set up. Efficacy answers the question whether the presentation will work. This aspect is least easy to evaluate and concerns attention, understanding, memory and motivation of the students (Thornbury, 1999, p. 25-6).

The 'A-Factor' analyzes the appropriacy of the presentation. This includes the age of the learners, their level, interests, needs, experience, expectations, etc. Taken from the complex point of view, cultural and educational contexts have to be considered, too (Thornbury, 1999, p. 25-6).

5.3 Material Preparation

Having prepared the plan, teacher has to prepare materials for the lesson. In case of using alternative texts, copies of the worksheets should be prepared. If listening is to be done in the lesson, teacher may want to copy the listening script for students in case they do not understand the recording.

Careful preparation of interesting materials can lead to success. The preparation aspect of teaching is very complex, however, for further purposes of this thesis it is not necessary to analyze it more in-depth.

5.4 Teaching and Problems during the Presentation

Having prepared the plan and considered possible problems, teachers come to the classroom to present the language. Generally, they want to follow the plan they have prepared, however, their job is to respond to students responses. Scrivener gives useful advice: "Prepare thoroughly. But in class, teach the learners, not the plan" (2005, p. 109). Harmer analyzes this point more in detail, speaking about the action and reaction principle (2001, p. 318-9). There are three general choices: teachers may want to spend more time on interesting and motivating activities, spend less time on boring and inefficient activities, or deal with problems that have occurred. The following subchapters will deal with possible problems during inductive presentation and their optimal solutions.

5.4.1 Problem 1: Students seem not to understand the context.

Understanding the context is crucial for the subsequent presentation. Thus, teachers should try their best to make students understand the context. Similarly to teaching receptive skills, general

understanding should precede understanding details. If this sequence is not followed, comprehension problems may occur. Therefore, the following these steps can help students understand.

First, teacher should make sure students understand the overall meaning of the context, perhaps by asking more general questions, choosing the best summary or headline, asking students to say what happened, etc. If the students still do not understand, some key vocabulary can be highlighted and explained. Or, perhaps students only need to be focused on the key part of the context. Possibly, students may not understand the task (questions) they were supposed to do. Understanding check techniques should be then used.

More intensive understanding is also important. Students have to understand particularly the parts which include the language from which the rule is to be inferred later. Again, teacher can focus students on the area of the context and ask some additional questions, highlight or explain some key vocabulary. If the context is listening, teacher may help students understand better by providing them with the script. Translation of some parts of the context can be a solution, too.

5.4.2 Problem 2: Students do not work

In this case, teacher should recognize why the students do not know what to do. Then, he or she can conform to the situation.

Students do not understand the instructions

If the teacher realizes that students do not understand the task, he or she should give the instructions again. The instructions should be clear, short and supplemented with gestures or demonstrations. Willis gives good examples of proper English use for giving instructions and leading dialogues for presentation (1992, pp. 84-103). Maybe an example of what students are supposed to do will help. If students still do not seem to know what they should do, the use of mother tongue can help.

Students know what to do, but do not work

If students do not work, the teacher should make sure they are given enough time to start. Crooks and Chaudron propose giving students three to five seconds after asking a question (in Celcia-Murcia, 2001, p. 60). Some activities simply need a while before students start working or discussing the issue. A gesture or repetition of the instructions may help assure students that the teacher wants them to do the particular activity.

However, if there is no response after a little while, it can mean that some students do not understand why they should do the activity, especially if they are not used to discovering language on their own. In this case teacher should briefly explain the importance of the activity and tell the students why the particular way of discovering grammar was used. Then the teacher should again ask students to do the task. A follow-up discussion about teaching and learning grammar would be beneficial, in the same way as integrating more activities to develop student autonomy and self-reliance¹ into the future lessons in order to prevent similar problems.

5.4.3 Problem 3: Discovering takes too long

When students are supposed to work on their own, the teacher's job is to monitor and be easily accessible in case the students need help. However, if the students work too long and still get to no conclusion, the teacher should check more carefully whether they are doing what exactly they were asked to do. Students may have misunderstood and, for example, instead of underlining examples of a particular structure they are writing down the sentences where the structure occurs.

Setting time limit can also help speed up the process of discovering, or the teacher can point out the students who have already finished. Drawing attention to those who have already finished will also help maintain discipline and keep the finished students focused. Those who have already finished can help slower students or compare their answers if there is time to do it.

If students seem to be stuck, not being able to go on, teacher may help by clarifying the instructions or task – maybe they misunderstood. Students may also be shy or are not sure whether their solution is right – in this case teacher should ask them to compare their answers or encourage individual students. Or, perhaps, the discovery task is too complicated. It could be simplified and sequenced into shorter steps with subsequent feedback. This way teacher can guide students to the solution.

Maybe the rule is so complex or difficult for the students that they cannot discover it either themselves or with the teacher's assistance. In this case diversion to the deductive approach can help. Although students are finally 'given' the rule, they had to think about it within the task and the context, and thus they will probably remember the rule better than using purely deductive approach from the beginning.

¹ Autonomy and student-centered approach have been discussed in chapter 2.4. Practical activities which develop learner autonomy can be found in Scharle and Szabó (2000)

5.4.4 Problem 4: Students have invented incorrect rules

Students may come up with some rules that are incorrect. This happens especially when the examples are not very illustrative or when the rule is too complex. The number of examples may also contribute to misleading conclusions.

In fact, three cases may occur – first, students may invent a rule which is too broad. Second, the rule is too narrow. And third, the rule is completely wrong.

The solution to the first case is quite easy – teacher may use some questioning techniques (discussed in 5.2.6) to narrow down the rule. Some more examples can be also given so that the students realize that their rule is not precise. An incorrect example which would clearly illustrate the wrong hypothesis and consequently lead to narrowing down the rule can work.

Similarly, the second case can be solved without great difficulties. Teacher can guide students to broaden the hypothesized rule by referring to some examples that do not fit their rule (maybe they have forgotten to consider some of the examples given). Providing students with some more examples can also help – these can be taken either from the context if it includes any, or teacher can widen the context by inventing some more examples (e. g. “The man could also say ...” to give students another example which would fit into the context of a man speaking about a situation). Being given new examples, students will have to reformulate their rule, and if the teacher points out that the desired rule is more general than they think, they are likely to broaden it.

The third case can also be solved. Initially, the teacher should check whether the formulation students have made is (or is not) correct – perhaps, students just formulated it too complicatedly, but correctly. Teacher can also let them apply the rule to some more examples and see (or let students see) whether their rule works or not. Again, proper questioning strategies can be used in this case. If there is a chance that students may discover the correct rule, teacher should try to lead them to this conclusion.

Of course, it might happen that students get even more confused by the teacher’s effort to clarify the rule, or are not able to correct themselves or each other. The teacher then can try to use the mother tongue and try to lead the clarification in the first language, or, similarly to Problem 3, divert to the deductive presentation.

5.4.5 Problem 5: Students make mistakes when practicing the structure

Of course, discovering the rule on one's own does not necessarily lead to the proper use of it. When students make mistakes in the early stages of the practice phase, further clarification can be beneficial, some drill activities may also help practise using the proper form of the rule.

Proper correction techniques should be used, too, initially self- and peer-correction strategies, if these do not seem to work, the teacher corrects. Self and peer correction not only contributes to self-reliance and develops learner autonomy, but also helps the teacher check how well the students have understood the rule.

5.5 Evaluation and Reflection

After each lesson teachers should evaluate and reflect on what they did in the lesson. First, it is useful to indicate what items have been covered in the lesson, both for testing and further planning purposes. Next, teachers should reflect on what worked in the lesson and what did not, and why this happened. Teachers should also think about what should be done next in order to teach as effectively as possible. Consequently, next lessons should be adjusted according to conclusions drawn from the reflection.

5.6 Summary

Planning significantly contributes to the success of the lesson. Before planning an inductive presentation, teachers should consider the following: how the lesson will be linked to the previous work, what structures are to be taught and which aspects will be presented (form, meaning, use, function, related problems), in what context the structure(s) will be presented, what skills will be employed during the presentation, what kind of grouping will be used, what materials and equipment will be necessary, and what problems may occur during the presentation. Then, teachers reflect the considered aspects into the lesson plan.

The inductive presentation consists of the lead-in phase and the phase where the context is worked with, then the clarification phase, in which some of the discovery techniques are used (e. g. finding examples, matching, classification, contrasting, comparing, questioning, etc.) and the rule is formulated. Then, the practice phase follows. Students practise the structure, first with the stress on their accuracy, then the practice activities shift towards fluency.

Having planned the lesson with a grammar presentation, the teacher prepares necessary materials and tries to predict possible problems and prevent them in advance. Tools for preliminary presentation, presented in chapter 5.2.9, can be used to make the presentation more effective.

During the presentation and afterwards, some problems may occur, for example, students might discover a wrong rule, or they might not be able to apply the rule in the practice phase. These and other problems were discussed in chapter 5.4 and their possible solutions were suggested.

6 Conclusion

The first two chapters of the diploma thesis clarified specifics of teenagers at basic schools and the role of learner autonomy in the context of the basic schools in the Czech Republic. Next, grammar was specified and approaches to grammar were defined, with the focus on the inductive approach to teaching English grammar. Chapter 5 then explained how grammar can be taught inductively to teenagers at basic schools, with particular stress on the context and discovery technique choice.

Based on the presented findings, the following hypothesis can be stated: the use of appropriate context in the inductive way of teaching grammar to teenage children at basic schools as well as establishing suitable learning environment where the learners are encouraged to infer the grammatical rules on their own can lead to appropriate comprehension and acquisition of the target language structures.

7 Research Project

7.1 Background information

In the theoretical part the importance of learner autonomy in the context of the Czech education system was explained. The thesis focuses on learners aged 10 to 15, whose specifics, such as the development of their logical thinking, search for their own identity, shyness when being displayed to public and disdain for the role of a superior person, were discussed in section 2.2.

Grammar was defined and features of grammar structures which are taught in EFL classes were analyzed – it is mainly form, meaning, use and function that teachers present. There are two possible approaches to teaching grammar – the deductive (‘giving’) and the inductive (‘guiding’) approaches. The latter one develops learner autonomy and is the subject matter of this thesis.

In chapter 5, methodology of teaching grammar inductively was discussed. The choice of context and its specifics, organization forms and discovery techniques were presented, and solutions of possible problems that may occur while teaching were suggested. Preliminary evaluation tools of presentations were also introduced.

The research project will verify whether the use of the inductive approach to teaching English grammar to pupils aged 10 to 15 at basic schools, accompanied with student-centered approach, can lead to better acquisition, understanding and remembering the presented grammar structures.

The qualitative research intends to answer the following questions: Can the inductive approach to presenting grammar to teenage students at a basic school help them acquire grammar appropriately? Can positive learning environment be established by using the inductive approach? Will pupils remember the grammar structures presented inductively? Will pupils appreciate the inductive way of teaching grammar?

7.2 Research Procedure

First, relevant literature was studied to provide enough information about the teenage learners, inductive approach, appropriate context choice and methodology of the inductive presentations. The summary of the findings was presented in the previous part.

Second, observations at the English classes where the applied research was to be carried out had been performed, in order to find out what learners would be dealt with during the research, e. g. their number, level, skills, motivation etc. The use of Czech and English in the classes was also examined. Consequently, an interview with the mentor was carried out. Her opinions about the

grammar presentations were examined, in the same way some class specifics were clarified. Then, textbook used for the target learners was analyzed. Implications of the analysis then influenced whether the lessons in the class should be adjusted and if yes, then what changes should be done.

Third, the lessons for the project were prepared. The preparation of lessons comes out from the analysis of the school educational plan, findings from the literature, class specifics and textbook analysis.

During the lessons where the inductive approach was applied, the mentor was asked to observe the lesson in order to reflect on the findings presented in the theoretical chapters. The lessons were then reflected on and the outputs were confronted with the evaluation criteria stated in 7.5.

At the end of the teaching practice, a questionnaire was distributed to the pupils in order to find out their opinions and ideas about the subject matter of this thesis.

Thus, the data for the project design and evaluation were obtained from relevant literature, the mentor and her observations, students and textbook. Finally, the collected data was analyzed and reflected on.

7.3 Project Conditions

The research was carried out in the sixth class of Aloisina výšina basic school in Liberec under the guidance of Mrs. Davidová, from 10th September 2007 to 12th October 2007.

In 2008, the school system reform was implemented in the first and sixth forms – pupils at all basic schools in the Czech Republic started being taught according to the school educational plans, which are derived from the *Framework Education Programme for Basic Education*. The school educational plan of the school where the project was carried out will be analyzed in the following chapter. As this school educational plan was first implemented in 2008, it needed to be changed slightly – the learners started learning English in the fourth form, not the third, as the plan presumes. Thus, some language areas from the fifth form were taught.

7.3.1 School Educational Plan Analysis

The school educational plan of the basic school where the research project was carried out comes out from the *Framework Education Programme for Basic Education* and states the following.

Generally, logical, analytical and critical thinking as well as self-esteem are developed, pupils work with data from various sources, search for the specific information, classify the gathered results and use them appropriately. Cooperation and teamwork are implemented in the lessons.

In terms of foreign language instruction, effective use of the gathered information, independent thinking and discoveries, evaluation of information from various sources and critical thinking are appreciated.

English is taught within three 45 minute lessons weekly. The plan stresses that English is used as a tool for communication with partner schools in Poland and Germany.

This school educational plan provides good conditions for use of the inductive approach.

7.3.2 The Learners and Their English Lessons

The research project was carried out in the sixth form. It is a selective class with more gifted children, the sixth form was split at the end of the previous school year according to a test.

In the sixth class there are 15 students, 6 boys and 9 girls. From the initial observations and from the interview with the mentor the following facts about the learners were found out. First, there is one hyperactive boy, who sits in front of the teacher's desk. He is very eager to learn English, however, sometimes he is very impulsive. During the initial observations he was the main source of disturbance in the classes. Second, there is a girl who is very quiet and shy, and sometimes slower than other children. However, she gets on well with other pupils and there are no problems with her when groupwork is set. Third, there are three excellent pupils, whose English is better than the others. These usually finish work first.

7.3.3 Initial Observations

From the initial observations it is evident that most of the students participate actively in the lesson, try to use English as much as they can, and English is the main language in the class, however, the teacher sometimes uses Czech, mainly for explanations and more complicated commands. She also uses more teacher-centered approach.

The school provides its students with frequent visits to other countries (Germany, Poland, Great Britain) and pupils from other countries also often come to the school. Thus, the learners are motivated for language learning. To be more specific, the learners are strongly motivated at the language level (with mostly integrative motivation – they are willing to travel to other countries, learn about British and American cultures, etc.) and at the learning situational level, as most of them

appreciate the lessons with Mrs Davidová and the relationships within the group are also very positive.

7.4 Textbook Analysis

The analysis was carried out in order to investigate the following aspects. Firstly, the grammar points from the syllabus and presentation activities will be listed. Secondly, the way of grammar presentation will be examined. Last, the type of context for the presentation was evaluated according to the findings obtained from the study of literature. Will it be possible to make the activity more interesting or more discovery-like?

The sixth class follows *Project 1* (Hutchinson, 1999) textbook. All students also have workbooks. At the beginning of the research (and the school year) the group was finishing the Revision part of unit 4 and starting unit 5, page 50. Therefore, unit 5 will be analyzed in detail in terms of its grammar presentations.

There are six grammar points to be covered in unit 5. The sub-unit 5A covers (1) the use of *can* (positive, negative and question forms). In 5B, (2) “there is” and “there are” structures are presented (positive forms). The 5C sub-unit covers (3) the question forms of “there is / there are” in connection with (4) prepositions of place. In 5C, the modal verb “must” (5) is presented, complemented by (6) “to” and “at” prepositions for direction or place specification.

In terms of the way of grammar presentation, there are some uses of the inductive way and a few uses of the deductive way. To be more specific, the language presentations related to the structures 2, 4 and 6 are purely inductive, whilst 5 is purely deductive. Presentations for 1 and 3 combine both approaches, using the deductive approach at the beginning, but letting students discover the subsequent rule at the second half of the presentation.

As far as the context for the language is concerned, most of the sub-units provide suitable contexts for the presentations. Grammar is always presented after exposition to the language. Some topics could be personalized a bit more, especially the 5C sub-unit presenting an unknown town.

Two more language items from unit 6 were later on added to the research project. These are the presentation of the present continuous (sub-unit 6B) and the use of “How much” with singular or plural forms of the verb “to be” with different clothing items (sub-unit 6D). Both presentations are inductive in the book and thus can be used in the research project without changes.

The context for in 6B sub-unit is also suitable and motivating for the students and includes many examples of the present continuous. However, the context in the 6D sub-unit is more complex and includes only two examples of the grammar structure – one with the singular and one with the plural form of the verb to be. Thus, this context will be substituted for another one in order to provide more examples in the grammar presentation.

To sum up, the book provides good basis for the grammar presentations and therefore can be followed from the most part. Nevertheless, presentations of the points 1, 3, and 5 from unit 5 will have to be changed in order to respect the inductive approach for the purposes of the project. In terms of context, the book provides sufficient examples and provides good conditions for the language presentations with the exception of the last sub-unit (6D). Thus, except personalizing and the sub-unit 6D, the context from the book is appropriate for the project.

7.5 Criteria for the Project Design

During the lessons with grammar presentations, students will first have to understand the context which includes the target grammar structures, then they will be asked to infer some rules from the given examples from the context, and these rules will be subsequently formulated and applied in other situations. In order to achieve this process, the following criteria have to be met.

- 1) the context is motivating,
- 2) students understand the context,
- 3) inductive approach with proper discovery technique(s) is used in the presentation,
- 4) student-centered approach is applied during the presentation,
- 5) the rule is clearly formulated by the students,
- 6) the rule is successfully applied in other situations,
- 7) teaching and learning grammar is more engaging to the students.

Most of these criteria will be reflected on in the lesson plan reflections, the sixth criterion will be checked in the final test and the seventh criterion will be verified by means of the anonymous questionnaire.

The criteria number six and seven are the aim of the project, thus it is necessary to judge whether these two criteria are met in the project or not. Therefore, in order to evaluate the project properly, the data for evaluation are collected not only from observations and the pupil's activity, but also

through three different means of evaluation: reflections after each lesson, final test and feedback questionnaire.

7.6 Lesson Plans

The research project lasted three months, from the beginning of September to the beginning of December 2007. Within these three months units 5 and 6 of *Project 1* (Hutchinson, 1999) textbook were covered, including selected grammatical items. These items were all presented inductively by means of student-centered presentations. In the following part of this thesis four lessons with various contexts, organization patterns and discovery techniques are included. Each of these four lessons will be briefly introduced, then described by means of a detailed lesson plan and accompanied by a detailed reflection.

For practical purposes, the use of “T” in the lesson plans stands for “the teacher”, “S” for “a student” and “Ss” for “the students”.

7.7 Lesson 1: My Home Town

In this lesson, students will be presented preposition of place in the context of the 5C unit (Our Town). In the previous lesson the reading on p. 54 was done, thus students had already been exposed to the prepositions, but no particular attention was paid to them. Students will also practise *Is/Are there* questions, which were presented in the previous lesson.

Lesson Plan

Date:	11 th October 2007
Topic:	Třešť - My Town
Context:	My Town (link to Project 1, Unit 5C, p. 55)
Presumed input knowledge	Town-related vocabulary (library, bank, park, supermarket, post-office, cinema, bus stop, zoo) <i>There is/there are</i> structure – positive, negative and questions (presented in the previous lesson)
Time	45 minute lesson
Aims:	To revise town-related vocabulary (mainly supermarket, cinema, bank, post office, shop, restaurant) To revise <i>Is there/Are there</i> questions To teach prepositions of place To practise speaking, listening, writing, reading skills
Objectives	At the end of the lesson, students will: <ul style="list-style-type: none"> • have revised the written and oral form of the following town-related vocabulary: <i>supermarket, cinema, bank, post office, shop, restaurant</i> • know the written and oral form of <i>Is there a/an ...?</i> and <i>Are there any</i>

	<p>...? questions</p> <ul style="list-style-type: none"> • know the written and oral form of the following prepositions of place: <i>opposite, between, behind, next to, in front of</i> • learn some basic information about Třešť • be able to use the prepositions and the “is there/are there” questions in the context of Třešť and an imaginary town from the textbook • have practised speaking, listening, reading and writing
Research aim	To verify whether the students can appropriately and actively acquire language structure if it is clarified in the inductive way in groups and by means of student-centered presentation.
Motivation	Personalized topic, information gap, real situation, multiple intelligences integration (mainly logical/mathematical, spatial, linguistic, inter- and intra-personal)
Materials:	Coursebook, workbook, paper cards with a plan of Třešť, a photo of the centre, blackboard

Procedure

	Students do / say	Interaction	Time
Stage 1: Introduction Motivation: opportunity to guess, learning about the teacher Aim: to evoke the topic and attract Ss' attention, agenda			
Greeting, register T says: “Do you remember where I come from? What is my hometown?” T writes “My town” on the board, when Ss answer his question, he writes there “Třešť” T says: „Today you are going to learn something about the town. We are going to speak about some interesting places in the town.”	Respond to the teacher (say: “Třešť”) Listen	T↔Ss T→Ss	3 min
Stage 2: Warm-up Motivation: Ss want to learn something new about the T's place, group-work (interpersonal intelligence learners), time limit Aim: to revise town-related vocabulary, warm-up, to practise divergent thinking			
T says: “I'd like you to work in groups” and divides students into groups of approx. 5 students T says: „In each group take a piece of paper and make a list of buildings you can find in a town. You have one minute!” Feedback T asks: “How many places do you have? Can you read your list? Do you have the same?”	Sit together so they can work in group Make the list in groups Respond and read their lists	T→Ss S↔S T↔Ss	5 min

	Students do / say	Interaction	Time
Ss read their lists and T (or a student – depending on the number of items) writes the words on the board.			
Stage 3: Revision of “Is there/Are there” questions Motivation: problem solving (mathematical/logical learners), the opportunity to go to the board and write the answer, information gap, Ss want to learn more about T’s town Aim: to revise/ elicit the question forms with there is/are			
T writes on the board: There’s a church in Třešť. T asks: “How would you ask? Can you complete the question?” T writes “_____ a church in Třešť?” on the board. T asks “Can you complete the question?” T writes: There are two schools in Třešť. T says: „What is the question now?” T writes _____ two schools in Třešť? T says: „Can you complete this?” Feedback T asks: “Is that OK?”	Look and listen Think and complete the question on the board Think and complete the question on the board Respond	T→Ss T↔Ss T↔Ss T↔Ss	3 min
Stage 4: Reinforcement of the question forms Motivation: information gap – getting answers from T Aim: to reinforce and practise the question forms			
T says: „So, now, you are going to learn about my town. Which of the buildings on the board do you think are in my town? Ask me!” T answers each question which is well-formed. Otherwise T asks for correction.	Ss ask questions.	T↔Ss	3 min
Stage 5: Exposition to the new language Motivation: Ss will learn more about the place, real-world link, work with the cards (visual and mathematical/logical learners), group-work (interpersonal learners) Aim: to expose Ss to the new language in context, prepare them for inductive clarification, practise listening			
T speaks about his town: “Now you are going to learn more about these buildings in my town. You are going to learn where exactly these are! Look, this is the 5 th May Street (T draws it on the board) and here is the post office. Next to the post office there is a shop. Next to the shop there is a restaurant. Opposite the restaurant there is a bank. Opposite the post	Listen and watch T	T→Ss	7 min

	Students do / say	Interaction	Time
<p>office there is a supermarket. There is a cinema between the supermarket and the bank.”</p> <p>T draws these on the board as he mentions them.</p> <p>T says the words again and shows the buildings on the board.</p> <p>(Ss are still in the groups from Stage 2)</p> <p>T deletes the names of the buildings from the board and gives Ss the cards.</p> <p>T says: “Now listen again and arrange the buildings as I mention them.”</p> <p>T reads the text again and Ss arrange the cards according to the T’s description.</p> <p>Feedback:</p> <p>T points at the buildings on the board (there are no labels now) and asks: “What building is here? Is it OK?” and if Ss agree, T writes the name on the board.</p>	<p>Listen and watch T</p> <p>Spread the cards in groups</p> <p>Listen and arrange the cards</p> <p>Ss respond</p>	<p>T→Ss</p> <p>T→Ss</p> <p>T↔Ss</p>	
<p>Stage 6: New language clarification</p> <p>Motivation: S-centered clarification (intrapersonal, mathematical/logical learners), well-established context, learning new language (linguistic learners)</p> <p>Aim: grammar explanation using the inductive approach</p>			
<p>T says: “Now, can you complete these sentences with these prepositions? In your groups, write down which word goes where [demonstrating on the board]”</p> <p>T writes the following sentences next to the plan of the town centre:</p> <p><i>Next to / between / opposite</i></p> <p><i>There is a bank _____ the restaurant.</i></p> <p><i>There is a cinema _____ the bank and the supermarket.</i></p> <p><i>There is a shop _____ the post office.</i></p> <p>Feedback:</p> <p>T says: “Ok, so can you come to the board and complete the first one? Is it OK?”</p>	<p>Look, listen</p> <p>Think and complete the sentences in groups</p> <p>Respond, write the words on the board, possibly correct</p>	<p>T→Ss</p> <p>Ss↔Ss</p> <p>T↔Ss Ss↔Ss</p>	3 min
<p>Stage 7: Practice</p> <p>Motivation: different types of drills, S-centered approach, working with the cards representing the places (spatial + visual learners), various kinds of drills (musical learners)</p>			

	Students do / say	Interaction	Time
Aim: to practise and reinforce the use of the prepositions: next to, between and opposite, practise fluent speaking and listening			
Controlled drill T says: “Now, let’s practise saying the words. Repeat after me” and reads the new words and then sentences. T uses different kinds of drills (silent/loud/whisper...)	Repeat after T	T→Ss	5-10 min
Semi-controlled practice T says: “Ok, now, tell me: where is the ...?” + Feedback: T says: “Was that OK?”	Say where the places are using proper prepositions	T↔Ss	
Freer practice T says: “Now, two groups will mix their maps and someone in the third group will describe the centre and you will follow his or her description.”	Listen	T→Ss	
T says: “So, you and you [pointing to the two groups], can you mix the places?” T asks: “Who in your group will describe the place?” A student(s) in the third group describes the place and the other students arrange the places.	Mix the cards Respond one S describes the town Others put the map together	T→Ss S↔S	
Feedback: T checks whether all groups have put the places to the right positions. T shows Ss the real map of the town			
Stage 8: Extension and further clarification			
Motivation: matching (mathematical/logical learners), interesting pictures (visual learners)			
Aim: to present more prepositions (behind + in front of), at this stage just passively			
T says: “Open your books, page 55”	Open their books	T→Ss	3 min
T says: “Have a look at the five pictures. What do you call this animal?” T says: “Good, and this thing is called rabbit hutch. Now, look – in the middle [T points to the middle] there are some prepositions. Can you match them with the pictures?” Feedback T asks: “What do you have there? What is this picture?” and points at the pictures. T asks: “Do you have the same? Is it OK?” Drill - pronunciation	Say “rabbit” Listen Match the pictures to the prepositions Respond	T↔Ss T→Ss T↔Ss	

	Students do / say	Interaction	Time
Stage 9: Problem solving Motivation: problem solving activity, matching (mathematical/logical learners), outline map of another town (visual learners), work with text (linguistic learners) Aim: to practise the prepositions in context, improve reading skills and develop logical thinking			
T says: “Now look at exercise 5. There is a map of a town and here is a description of the place. Read the description and write the names of the places in the picture.” T monitors, advises and encourages. Ss who have finished can compare their answers with their neighbours. <i>Feedback</i> T asks: “What do you have there? Do you have the same?”	Look and listen Work out the exercise Respond	T→Ss S↔S T↔Ss	5 min
Stage 10: Drill Motivation: use of the prepositions, various kinds of drills (musical learners) Aim: to teach the oral form of the prepositions: behind and in front of; to revise the oral form of: opposite, next to and between.			
T says: “Now you are going to learn to pronounce the prepositions. Repeat after me” Particular attention is paid to proper pronunciation (frʌnt) and position of stress (br'haɪnd) T makes this drill more interesting by gesturing and quick repetition of the words.	Repeat after T	T↔Ss	2 min
Stage 11: Extra exercise/Homework: Project 1 Workbook p.45, ex. 3 Motivation: use of the prepositions in another context in relation to a map having been worked with the lesson before (map – visual learners, reading – linguistic learners) Aim: to revise, reinforce and practise the prepositions (use and written form)			
Stage 12: Reflection Motivation: S-centered revision, reflection and summary of what was discussed in the lesson Aim: to summarize the lesson and revise key points (prepositions and there is/are questions), to revise town buildings and what the students learnt about Třešť			
T asks: “So, what did you learn today?” T asks: “Where is the ...?” T asks: “What places are there in Třešť? Do you remember?”	Respond	T↔Ss	3 min

Reflection

Generally, the lesson was smooth. All the pupils in the class participated and learnt what they were supposed to learn.

At the beginning I attracted their attention by asking whether they remembered my home town. They tried to guess and finally one student remembered – then I only specified where Třešť is. This step established a good basis for the following activities. Students became motivated, because they realized they were going to guess and ask questions about the town. They were eager to know more about the place they had not known much about.

In the next step students brainstormed more than twenty places which might be found in Třešť. First I wanted them to write the names on the board, but I realized that it would have taken too long, so I did it myself. This was one of the points my mentor found disputable – she would have appreciated if the students had been more active. However, I managed to ask each student in the class, so I gave each a chance to speak, which was crucial for the next step. Moreover, they cooperated in groups.

When a half of the board was covered with the places, I showed them a positive sentence with “There is” and asked them to complete the question (two gaps for “Is there”). When I asked them to do this, about 5 students immediately raised their hands and wanted to say the solution. I asked one girl to come to the board and complete the question, and consequently did the same with the plural form. Then we drilled the questions, so that all students could practise the form. This enabled the students participate in the next stage.

Then the controlled practice followed. This practice aimed to ask questions to find out whether the buildings listed on the board were in my town or not. This activity seemed quite interesting to them – most of the pupils raised their hands and wanted to participate. Due to a great number of items on the board each student got the chance to practice the questions. There were a few problems with the indefinite articles, some students omitted “a” or “an” or they used the wrong article. For example, with “ice rink” one student used “a” instead of “an”. However, in general the students could correct themselves when I pointed to the question on the board (and circled the indefinite article). The practice became a bit more difficult after I covered the part of the board with the question, then three students did not use the structure properly (they said “There is” instead of “Is there”), but, again, they were able to self-correct after uncovering the left wing of the board. Self correction and drill in a motivating context helped the students practise the “Is there” / “Are there” questions. Having practised these questions and names of the buildings we could move on to the next stage.

In the following part of the lesson, prepositions of place were practiced. I told them that they were going to learn more about a street in the centre of the town. I drew the street on the board and explained where the six buildings were and wrote their names and provided “boxes” for them at the

same time. Then I repeated my discourse and pointed to the buildings I mentioned to illustrate the meaning of the prepositions. The students thus understood the meaning of the words I said, and due to their curiosity and interest in the place they probably focused on the places and prepositions I mentioned. Visual, auditory and linguistic intelligences were employed in the presentation – the meaning was illustrated by the picture on the board, they could hear the words many times and were provided the written form in the context of the description of the centre. Thus the students could acquire the prepositions appropriately.

Having finished the short presentation, I deleted all the names of the buildings except for the post office. Then I demonstrated what the students would do with the cards I was going to distribute. After that I handed the cards out and asked them to lay the street and the post-office to the proper place. I repeated the description of the buildings in the centre and monitored whether they put the buildings to the right places. I realized most students understood what I was saying and were arranging the buildings simultaneously with my discourse. Due to work in groups (interpersonal intelligence), moving the cards with the places (kinesthetic, visual intelligence) and work with the new language (linguistic intelligences) the students were eager to work and cooperated. The feedback was quick and smooth as most of the students had understood and also as they could remember the places from the previous “listening”.

After completing the street plan I put the sentences related to the town on the board with missing words – prepositions. Students could easily complete the sentences – they had heard the words many times, the meaning was probably clearly illustrated and also they might have known some of the prepositions (between, next to) from the reading they had done in the previous lesson. The controlled practice stage was quick, the prepositions were not too difficult for them to pronounce and they had heard them many times before. In the semi-controlled practice they could produce the sentences properly, with occasional mistakes which they corrected themselves or with the help of their peers.

In the following part students were asked to describe the town in their own words and other students had to put the buildings together. They were able to do the activity successfully. The only problem was that they sometimes forgot to use “There is” structure (but most of them started with the place where the building was, so they in fact did not make a mistake). Some students also omitted or misused the definite and indefinite articles. However, they could use the prepositions in the right way, which was the focus of this activity. In the feedback I pointed out some of their mistakes by

writing the incorrect sentences on the board, and they even could fix the mistakes themselves, as some of these mistakes had been discussed in the semi-controlled practice stage a few minutes before.

At the end of the activity I showed the students the photo of the centre of the town obtained from the photomaps from the Internet. I pointed to the buildings which were discussed in the lesson and they could see that what they were doing was real. My mentor really liked this idea, she pointed out that it is really important for the students to see the link to reality and that this activity was really beneficial for the students as they could practice the language in a real context.

At the last part of the lesson the students were asked to work with their book. First I asked them to match the prepositions with the pictures, this was very quick and no problems occurred. They could easily do the matching exercise because they had heard and been presented most of the prepositions before. These prepositions were drilled without any difficulties.

In stage 9 there was a reading comprehension in which another town was described and the students were asked to label the map of the town. Although the task was quite complicated and requiring logical thinking, a few students finished the activity very quickly. This could have been caused by various reasons. First, the task engaged linguistic and logical intelligences and these students probably had highly developed these two intelligences. Second, the students were motivated by the task (problem-solving). Third, there was the change of organization pattern – students were asked to work individually, not in groups. I praised the quick students and asked them to compare their answers (they were sitting near each other). This also gave more time to the slower learners. In the feedback I realized that most of the students had no or only one mistake, which shows that they acquired the prepositions of place properly.

Then I set the homework (workbook practice exercise) and said it was time to revise what was covered in the lesson. I pointed to a building name written on the board and asked them what the question is. Some students reacted immediately. I asked about a few more buildings to remind them the question form. Finally, I pointed to the plan of the centre of the town and asked them to say where the building I was pointing to was. Again, they were able to use correct preposition and the sentence structure.

In terms of the inductive approach to teaching grammar, the students discovered the meaning and the use of the prepositions of place. They were able to do this due to illustration, demonstrative

presentation and careful choice of words for the description the students were able to understand the context well. Completing and matching discovery techniques were used.

To summarize, the lesson went on according to the plan. Students actively participated and practised the question form “Is/are there” and then properly acquired prepositions of place. The context of the lesson (My hometown – Třešť) was interesting to them – it was personalized and they could also learn a lot about their teacher’s town. This definitely increased their motivation, which was a crucial precondition for the learning to take place. Both structures discussed were revised/presented in the inductive way. Prepositions of place were quite new for some of the students, some of the prepositions had appeared in the text, but still the knowledge of the prepositions was passive. Groupwork during the presentation and practice was also effective – in small groups students had more possibilities to practise the structures. Authentic task, use of real town, personalized context, student-centered approach and the inductive approach helped students acquire the prepositions and use them actively. At the end of the lesson, the majority of students could use the prepositions correctly.

7.8 Lesson 2: The Sherwood Forest Game

In this lesson students will learn the positive form of the modal “must” to express obligation by means of the introduction of the rules of the game in unit 5D of *Project 1* (Hutchinson, 1999). After the presentation, “must” will be practised by playing the game. Besides “must”, there are some more words related to the game which will be taught, and the structure “let’s”. The latter one will be only pre-taught as a phrase and will be analyzed more in-depth in the following lesson.

Lesson Plan

Date:	15 th October 2008
Topic:	The Sherwood Forest Game
Context:	Game – Project 1, unit 5D, p. 56-7
Time	45 minute lesson
Aims:	To teach “must” for obligations To teach some vocabulary related to the game To pre-teach “let’s...” (as a phrase) To practise the language by means of the game
Objectives	At the end of the lesson, students will: <ul style="list-style-type: none"> • understand and use the following phrases: <i>we’re lost, miss a turn, have a rest, roll the dice</i> • use the modal <i>must</i> in the positive form for obligations • be able to say what people in the pictures (p. 57) must do.

	<ul style="list-style-type: none"> • understand and be able to use <i>let's</i> in the phrases from the game • understand the rules of a game given in English • have practised listening, speaking, writing and reading
Research aim	To verify that the students can acquire the structure by means of instructions for a game.
Motivation	Playing a game, use of pieces and dice in the lesson, game with pictures (visual intelligence), groupwork (interpersonal intelligence), giving advice to other people
Materials:	Coursebook, cassette player, Project 1 cassette, dice, pieces, blackboard

Procedure:

	Students do / say	Interaction	Time
Stage 1: Introduction			
Motivation: Ss are curious about the topic of the lesson, speaking about Robin Hood – a known character			
Aim: to introduce the topic and attract Ss’ attention, agenda			
Greeting, register T says: „Do you know what this is? Who lives there? Where is it?”, writes “Sherwood Forest” on the board. In case Ss do not know, T briefly explains who Robin Hood is.	Respond (say “Robin Hood, England”)	T↔Ss	2 min
T says: “OK, today we are going to play a game with the forest. To play we will need a dice (T shows) and pieces (T shows) that will represent you – your character (T shows).”	Listen	T→Ss	
Stage 2: Warm-up			
Motivation: looking at the game board (visual intelligence), revision of vocabulary (linguistic intelligence), curiosity			
Aim: to attract Ss’ attention to the game, to revise vocabulary			
T says: “Now open your books, page 56”	Open their books	T↔Ss	2 min
T says: “Look at the game board. What can you see there?” T points at the game board and the individual objects there	Ss say: ”trees, Robin Hood, bus stop, train, café, bird” etc.	T↔Ss	
Stage 3: Listening			
Motivation: to learn the rules of the game			
Aim: to establish the context for subsequent presentation, to practise listening and reading			
T points at the pictures at the top of the page and asks: “Who are these two children?”	Answer “Mickey and Millie”	T↔Ss	3 min
T says: “Ok, now they are going to tell you the rules of the game. So listen and read the text.” T plays the tape	Listen and read	T→Ss	
		T↔Ss	

	Students do / say	Interaction	Time
Follow-up: vocabulary presentation T says: “Alright. Now, look at this. Mickey says ... miss a turn. It means don’t move and give the dice to the player next to you [T shows]. What does it mean in Czech?”	Answer “Jedno kolo nehraješ.”		
Stage 4: Clarification Motivation: understanding the rules, student-centered approach, learning new language (linguistic learners) Aim: to introduce must for obligations – written and oral form, meaning, use for the rules of the game			
T says: „Look. Mickey says ‘You must have a 6 to start. So, can I start if I have a 1?’ T says: “And can I start if I have a 2?” ... T says: “And can I start if I have a 5?” T says: “And can I start if I have a 6?” T says: “OK. And look at what Millie says: ‘You must speak English or you miss a turn’. So – can I speak Czech in the game?” T says: “And can I speak English?” T says: “Excellent. Now, look at this”. T writes ‘You must have a 6 to start’. Can you translate it into Czech?” T says: “OK, and how do you say this in Czech?”, T writes ‘You must speak English or you miss a turn’. T says: “OK, so what does ‘must’ mean in Czech?”	Answer “No” Answer “No” Answer “No” Answer “Yes” Answer “No” Answer “Yes” Answer “ <i>Musíš</i> mít šestku ...” Answer “ <i>Musíš</i> mluvit anglicky...” Answer “ <i>muset</i> ”	T↔Ss T↔Ss T↔Ss T↔Ss T↔Ss T↔Ss T↔Ss T↔Ss	5 min
Stage 5: Playing the game Motivation: Ss can play the game, pictures for the meaning of the words on the game board (linguistic, visual intelligence), groupwork (interpersonal intelligence), competition Aim: to teach and practise the phrases in the game, to practise must for obligations			
Vocabulary clarification T says: “OK, before we start playing the game, you must learn some new words. Look at this boy – he says ‘I must have a rest’. What does it mean? What is he going to do?” T writes the phrase on the board. T points at another bubble and says: “OK, and look at this bubble – ‘We’re lost’. What does it mean? Do they know their way? They probably don’t have their map...” T writes the phrase on the board.	Answer: “ <i>musím</i> si odpočinout” Answer: “ <i>Jsme ztraceni</i> ”	T↔Ss T↔Ss	20 mins

	Students do / say	Interaction	Time
<p>T then points to another bubble and asks: "And what does 'Let's go this way' mean? Do they want to go that way?" T provides the correct translation (pojd'me tudy) if Ss do not know. T adds the word on the board.</p> <p>T says: "Great. Now, look at these words and repeat after me." T models the words</p> <p>Playing the game T says: "Now you will work in groups" T splits Ss in groups T says: "Each group will get a dice and four pieces" T gives each group these things.</p> <p>T says: "So, now you have 15 minutes to play the game. Remember – you must have a six to start, and you must speak English."</p> <p>T monitors and helps</p> <p>Feedback T asks: "So, who is the winner in your group? Congratulations!"</p>	<p>Ss translate the phrase or just say they wanted to go that way.</p> <p>Repeat after T</p> <p>Make groups</p> <p>Listen and watch T</p> <p>Ss play the game</p> <p>Answer</p>	<p>T↔Ss</p> <p>T↔Ss</p> <p>T→Ss</p> <p>T→Ss Ss→Ss</p> <p>T↔Ss</p>	
Stage 6: Practice Motivation: giving advice to other people, possibility to write on the board Aim: to reinforce the use of modal must and other vocabulary			
<p>T says: "OK, now open your workbooks, page 57".</p> <p>T says: "Look at this exercise. What must the people do? Use the words from the box (T shows) and write sentences with must"</p> <p>T monitors and helps</p> <p>Feedback T asks the first student(s) to write the sentences on the board.</p> <p>When all Ss have finished, T asks: "Look at the first sentence. Is it OK?" etc.</p>	<p>Open their workbooks</p> <p>Listen</p> <p>Do the exercise</p> <p>Respond, possibly correct</p>	<p>T→Ss</p> <p>T→Ss</p> <p>T↔Ss</p>	8 min
Stage 9: Extra practice: Project 1 Workbook, p. 50, ex. 2 (reading, practice of the written form of "must")			
Stage 10: Reflection Motivation: revision, opportunity to participate Aim: to revise and reflect on what the Ss learnt			
<p>T asks: "So, what did you learn today?"</p> <p>T asks: "How do you say ... in English?"</p>	Respond	T↔Ss	2 min

Reflection

The lesson was smooth and amusing to the students. During the lesson students learnt the structures and were able to use “must” for obligations. They also learnt new words related to playing board games.

The beginning of the lesson was quick and effective. I managed to motivate them by stating that we were going to play a game. I elicited who lived in the Sherwood Forest and students knew what Robin Hood did, so the context of the game was established easily. The students knew Robin Hood and were also able to say that he did not like the rich people and gave money to the poor. Introduction of the lesson, especially saying that we were going to play a game and speaking about a known character made students more motivated and focused, which was important for the next stage.

After the introduction I asked the students to open their books and asked what they could see in the game board (p. 56). They knew most of the vocabulary and cooperated. By asking them what they could see on the page I focused their attention to the game board and made sure that they would not be disturbed by the funny pictures during the listening and playing the game. Giving names to the objects in the game board helped especially linguistic and visual learners, and other students could also easily revise the vocabulary related to the countryside. This step was also important for further stages, because I focused the students on the pictures, some of which were quite funny. In the following stages the pictures were not distracting and the students could concentrate on the language better.

After discussing the game board I focused the students’ attention to the top of the page and asked who the two children were. From previous observations I knew that Mickey and Millie were their favourite characters, so the students’ attention was now focused on these two children. Then I asked the students to listen and follow the text. After the listening I copied the new words/phrases on the board (“We’re lost”, “Miss a turn”, “Have a rest”) and elicited their meaning. From the pictures in the playing board the pupils knew the meaning immediately, then we drilled the oral form of the words. Pictures, written form of the phrases on the board and in the book and hearing the oral form helped students acquire these words quickly, as they could match the meaning and the form of the phrases. Various drills then were used to practise saying the structures. This helped especially musical learners.

Having introduced the key vocabulary, I easily managed to elicit the meaning of “must” using the sentences “You must have a six to start” and “You must speak English” from the listening. Students’ previous experience with playing games (usually having a six to start) helped them understand the meaning of “must” from the first sentence. As they had already known the meaning of “can” I could ask “Can I start if I have a one?”. I showed a one on the dice and they could react to the structure they had already known and said quite confidently “no”, and saying “yes, you can” after being asked whether they could start if they had a six. Similarly, as the lesson was English, they could easily guess the meaning of “must” from the second example. Clear context of the game rules, use of known structures to elicit the meaning of the new structure and seeing the structure on the board helped students realize the meaning of “must”. Consequently, after being asked to, they said the word for “must” in Czech, which indicated that they were aware of the corresponding structure and that they understood the concept of “must” properly.

After that I distributed the dice and pieces and let them play. It was clear that the students understood the language in the game board (the meaning was elicited from the pictures, translated and students paid attention to the explanation) and knew the rules of the game well. They started playing the game. However, most of the pupils spoke Czech during playing the game, although at the beginning it was stated that English should be the language used. They used Czech for communication and English was used only for the phrases in the game when they read them out. They probably had not played a game like this for a long time, and when they last played it, it definitely was in Czech, so they found it natural to speak Czech, not English. I did not want to intervene as they were enjoying playing the game and English was used, at least, for the structures from the game board and thus they practised the target language structure despite not using English only.

In order to prevent the problem with the use of the mother tongue in playing a similar game, I would definitely pay more attention to the language that should be used during playing. The revision of numbers 1-6, phrases connected with playing – “roll the dice”, “miss a turn”, “it’s your turn”, etc., and drilling this language sufficiently should make the students practise English in the situation of playing a game and use the English words when playing. Assigning a supervisor’s role to a student in each group would also help them to use only English during the game.

Having finished playing we briefly reflected on playing – who won and what language they had used. I told them I had expected them to use more English and that the instructions said that English must be used and I added that I hoped they would use more English next time.

After the feedback we practised the structures with “must”. During the controlled practice I realized that all students could use “must” without difficulties and mistakes. All students were able to do the exercise on page 67 without a mistake. This shows that exposition to an appropriate context and clarification of the grammatical rules in this context definitely helped them realize the meaning. Moreover, the modal “must” has a simple form (there are no inflections in different persons) and the Czech language has a similar structure which was explicitly stated at the end of the clarification. Subsequent practice in an amusing way (i. e. by playing a game) then helped the students remember and use the modal “must” properly. The final exercise was accompanied by pictures and six phrases which the pupils had already known, thus they could match the meaning and the phrases without great difficulties, especially the linguistic and visual learners.

As the students spent more time playing the game and the clarification also took slightly longer than had been planned, we did not have time to do the extra activity and I only asked the students to reflect on what they had learnt. By asking what they had learnt they immediately answered “must” and the phrases that had been drilled. This shows that the structures were acquired properly and the students could remember them and the end of the lesson.

In terms of the inductive approach, a dialogue and questioning techniques (concept check questions) were used to clarify the meaning of “must”. The context for the clarification was clearly established and the fact that the students already knew the rules for starting a game was utilized in the clarification phase. Explicit translation into the Czech language at the end of the clarification showed that the students had understood the concept of “must”, and the awareness of the same structure in their mother tongue also helped them remember and use the structure appropriately.

To summarize, at the end of the lesson all students used “must” properly, mainly due to the following aspects: illustrative context which was easily understood and clear inductive presentation of the structure, the simple form of the verb “must”, and the use of the structure during playing. The presentation, although done frontally, was student-centered (students were frontally guided to the answers) and students themselves found the Czech equivalent for the structures with “must”. The ability to understand the concept of “must” and to use the verb in other contexts was checked at the

end of the lesson by doing the exercise on page 57. All students were able to do this exercise properly, which illustrates that they acquired the structure properly.

The only problem in this lesson was the use of the Czech language during playing the game. This could have been prevented by drilling the language students should use during playing and possibly by setting a supervisor role in each group. Although using mainly Czech, students read the English phrases from the game board in English and thus practised the target lexical and grammatical structures. My mentor was satisfied with the lesson, adding that she would not intervene their playing as well, as they used at least some of the English language and understood the rules of the game.

7.9 Lesson 3: Family life

In this lesson students will be first formally presented the present continuous tense in the context of a chaotic morning presented by means of a comic. The Hills are in a hurry in the morning – Jane is doing her homework and Tony is having a shower and when he is looking for his clothes, he realizes that the mother had put them in the washing machine. The comic and the dialogues provide good context for the subsequent present continuous presentation.

In the revision phase and after the grammar presentation, flashcards will be used as a stimulus for the controlled practice. Some of these flashcards had been used in unit 5A a few weeks ago for the presentation and practice of the modal “can”.

Lesson Plan

Date:	8 th November 2007
Topic:	Mornings
Context:	Family life – Project 1, unit 6B, p. 62-3
Presumed input knowledge	Names of rooms: <i>kitchen, my bedroom, dining room, living room, bathroom</i> Verbs: <i>cook, wash up, sleep, eat, have a shower, watch TV</i> Clothes: <i>jeans, t-shirt</i>
Time	45 minute lesson
Aims:	To revise rooms in a house and present forms of the verb “to be” To teach some morning-routine vocabulary To present the present continuous (positive sentences) to express present activity
Objectives	At the end of the lesson, students will: <ul style="list-style-type: none"> • have revised the written and oral form some rooms in the house (<i>kitchen, living room, bedroom, dining room, bathroom</i>) • have revised present positive short forms of the verb to be (<i>I’m, you’re, he’s, she’s, it’s, we’re, they’re</i>)

	<ul style="list-style-type: none"> • be able to say and write the following words: <i>have breakfast, clean my teeth, do my homework, washing machine, wait</i> (<i>clean my teeth</i> and <i>do my homework</i> will be used in the first person singular only) • be able to use present continuous (positive affirmative sentences with short forms of the verb to be) for actions happening now • have practised listening, reading, speaking and writing
Research aim	To check whether the students themselves can discover the structure of the present continuous by means of individual discovering and rule-completing technique.
Motivation	Practical topic from every-day life, funny context – comic, use of flashcards (visual intelligence), learning a new grammar structure and new practical vocabulary (linguistic learners)
Materials:	Coursebook, cassette player, Project 1 cassette, flashcards (demonstrating verbs: cook, have breakfast, clean my teeth, do my homework, watch TV, sleep, eat, have a shower)

Procedure:

	Students do / say	Interaction	Time
Stage 1: Introduction			
Motivation: Ss are curious about the topic of the lesson, chaotic mornings in Ss' homes			
Aim: to introduce the topic and attract Ss' attention, agenda			
Greeting, register T says: „When do you usually get up? When do you go to school? Do you ever have crazy mornings when you are in a hurry? I sometimes do...”	Respond to the teacher	T↔Ss	3 min
T says: „Ok, today you are going to listen to know what the Hills mornings are like, and you are going to learn something new.”	Listen	T→Ss	
Stage 2: Warm-up, revision of vocabulary, new vocabulary presentation			
Motivation: the use of flashcards (visual learners), revision			
Aim: to revise rooms and some verbs, to present and practise: have breakfast, clean my teeth, do my homework			
T says: “Before we start, let’s revise some vocabulary from the last unit.”	Listen	T→Ss	8 min
T asks the following questions showing the corresponding flash-cards. “Where do you watch TV?” “Where do you sleep?” “Where do you cook?” “Where do you eat?” “Where do you have a shower?”	Say: “In the living-room” “In my (bed)room” “In the kitchen” “In the dining room” “In the bathroom”	T↔Ss	
T says: „OK, now, can you say the activities?” T slowly reveals the cards and students say what activity it demonstrates	Say “cook, sleep, watch TV, eat, have a shower”	T→Ss	

	Students do / say	Interaction	Time
<p>T asks “and what activity is this?” T slowly reveals the cards with the new vocabulary. If students do not know, T says the word, Ss repeat using various drills. Words: <i>have breakfast, clean my teeth, do my homework</i></p> <p>T writes the words on the board and asks Ss to copy the words in their vocabulary notebooks</p>	<p>Possibly answer Repeat after teacher</p> <p>Copy the words</p>	T↔Ss	
Stage 3: Revision – be Motivation: revision, quick questions and responses Aim: to revise short forms of to be, practise the names of the rooms, to expose Ss to the present continuous			
<p>Before students have finished copying the vocabulary from stage 2, T writes on the board names of the rooms which were revised (kitchen, bathroom, dining room, ...)</p> <p>T says: „Now I’m watching TV. In which room am I?” T shows the picture, mimes the activity and points at the board where the rooms are written. T insists on the short form (you’re).</p> <p>Similarly he and she forms are revised – T points at a student and says “He’s cleaning his teeth. Where is he?”</p>	<p>Look, listen and answer</p> <p>Say “You’re in the living room”</p> <p>Say “He’s in the bathroom”</p>	<p>T↔Ss</p> <p>T↔Ss</p> <p>T↔Ss</p>	5 min
Stage 4: Listening Motivation: funny story, comic, familiar persons in the story Aim: to improve listening skills, to expose Ss to the present continuous, to revise clothes: <i>t-shirt, jeans</i>			
<p>T says: „Now, open your books, p. 62”</p> <p>T says: „Look at the pictures. Who is in the first picture? Where are they?”</p> <p>T asks “And what’s this?”, pointing to some key objects in the story</p> <p>T says: „Now, listen to the story and follow the text. Do you have the same mornings?”</p> <p>Feedback</p> <p>T asks “So, who has the same mornings? Really? And who doesn’t?”</p>	<p>Open their books</p> <p>Answer “the Hills”/ “in the kitchen”</p> <p>Say washing machine, t-shirt, jeans</p> <p>Listen and follow the text</p> <p>Respond</p>	<p>T→Ss</p> <p>T↔Ss</p> <p>T↔Ss</p>	5 min
Stage 5: Comprehension Motivation: time limit, pairwork (interpersonal intelligence), reading a comic (visual and linguistic intelligences), writing answers on the board Aim: to expose Ss to the language, to make them understand the story, to clarify new words			
T says: “Ok, now you will work in pairs” and		T→Ss	

	Students do / say	Interaction	Time
<p>divides Ss into pairs.</p> <p>T says: "Look at exercise 1 and answer the question in pairs. You have 4 minutes. Write down your answers into your schoolwork exercise books."</p> <p>T monitors, helps, asks the first pair to write their answers on the board</p> <p>Feedback</p> <p>T asks: "Is this OK? Do you have the same?"</p> <p>T asks: "Did you have any problems?"</p>	<p>Read the text, answer the questions in pairs</p> <p>Agree or correct</p>	<p>S↔S</p> <p>T↔Ss</p>	8 min
<p>Stage 6: Clarification</p> <p>Motivation: S-centered individual clarification (intrapersonal, mathematical/logical intelligence), well-established context, learning new language (linguistic intelligence), writing on the board</p> <p>Aim: grammar explanation using the inductive method</p>			
<p>T says: "Alright, now, look at the green box on page 63. Can you complete it? Take a pencil and write the missing words here" T shows where. T says: "Work individually, then compare the answers with your partner"</p> <p>T monitors, helps, copies the chart on the board</p> <p>Feedback</p> <p>T asks Ss to come to the board to complete the missing words.</p> <p>T says: "OK. Now, look at the text again. Which forms – long or short [T points to <i>am</i> and '<i>m</i> respectively] do they use?"</p>	<p>Ss complete the chart with the missing forms of to be, check their answers</p> <p>Ss complete the chart</p> <p>Ss look at the text and say "short"</p>	<p>T→Ss</p> <p>S↔S</p> <p>T↔Ss</p>	4 min
<p>Stage 7: Controlled practice</p> <p>Motivation: different types of drills (linguistic, musical learners intelligences), use of flashcards (visual intelligence), the real spoken language, writing on the board</p> <p>Aim: to practise the oral and written form of the present continuous (positive sentences with short forms of the verb to be)</p>			
<p>T says: "So, let's practise saying the sentences. Can you repeat after me?"</p> <p>T says some sentences from the chart. Particular attention is paid to the short forms and the -ing ending (pronounced as /ŋ/)</p> <p>T says: "Ok, now look at the pictures and answer my questions" T shows a card with an activity (e.g. showing somebody cooking) and asks: "What are you doing?", pointing to a student. T asks for correction and then other students repeat the sentence.</p>	<p>Repeat after T</p> <p>Listen</p> <p>Say: "I'm cooking" etc.</p>	<p>T↔Ss</p> <p>T↔Ss</p>	10-15 min

	Students do / say	Interaction	Time
<p>Similarly, the structure is drilled with <i>he/she</i>, <i>we</i> and <i>they</i></p> <p>T says: “OK, now, let’s practise the written form. Look at page 63. Take a pencil and do exercise b [T shows, reads the instructions]. Work individually and then check with your partner.” T asks the first pair to write the missing words on the board.</p> <p>Feedback T asks: “Is this OK?” T highlights the -ing form of “have” – “having” on the board</p>	<p>Ss do the exercise, check with their partners</p> <p>Answer, correct/agree</p>	<p>S↔S</p> <p>T↔Ss</p>	
<p>Stage 7: Extra practice: Workbook – Project 1, p. 56, ex. 1 (present continuous structure – written form, controlled practice)</p>			
<p>Stage 8: Reflection Motivation: the end of the lesson, revision Aim: to revise and reflect what the Ss have learnt</p>			
<p>T asks: “So, today we spoke about mornings and you have learnt many things. What words did you learn?” T says: “And you know new grammar – can you read this?” and points at the board with a sentence in present continuous</p>	<p>Ss say new words (clean my teeth, do my homework ...) Read</p>	T↔Ss	2 min

Reflection

The lesson proceeded exactly according to a plan. Students acquired the oral form of the present continuous, learnt the vocabulary and cooperated adequately.

The beginning of the lesson was effective – the children remembered the flashcards I had used about a month ago to teach them the forms of “can” and “can’t”. Due to the colourful and illustrative pictures and good practice of the oral form when these words were presented, the students could immediately recall the words. Eliciting of the rooms was also quick and effective, then I taught “clean my teeth”, “do my homework” and “have breakfast” using new cards. Children had already been used to the drill with pictures from the previous lessons and could see the meaning of the words clearly from the pictures, thus they remembered the words.

The exposition to the present continuous and the revision of the present forms of “to be” was more effective than I had expected – some children even started using present continuous immediately after being asked. I said “I am having breakfast – where am I?”, showing the flashcard, and some

more gifted students responded “you are having breakfast in the kitchen”. They probably remembered the form of the present continuous from their previous studies and they were also passively exposed to this form during almost all their English lessons, so they were ready to use it. I praised them and then repeated the sentence “You’re in the kitchen” to show what form they should use. Some students, however, responded in a very short way (for this sentences they would say only “in the kitchen” or just “kitchen”). In this case I insisted on the full form of the sentence “You’re in the kitchen”, as the aim was to practise the short forms of “to be”.

The listening appeared quite easy for the students – some of them understood really well as they laughed when Mrs. Hill realized that she had put the Tony’s clothes in the washing machine. The understanding was supported by the presence of the written form of the language they could hear, and also by the photographs which illustrated what was going on. Therefore the students could understand the story without difficulties.

After the listening I asked the students to do the comprehension exercise. Some students could do this task really quickly – they understood the story without difficulties from the first exposition to the story and only needed a little time to check their answers. Consequently it was easy to elicit the meaning of “wait” and “washing machine”, children could guess the meaning from the context – the pictures in the book were demonstrative and helpful. Both visual and linguistic intelligences were employed in the listening activity and the funny ending of the story made the students more motivated for the subsequent presentation.

The grammar clarification phase was smooth – they could assign the forms of “to be” to the chart easily – firstly from the context, secondly also from the revision phase at the beginning. They could also check the forms with the context if they were not sure. Completing the chart individually was quick, from the discussion with their peers I could see that most students had finished the task. Then the students completed the chart on the board, all of them agreed on the forms on the board, which indicated that they probably completed the exercise similarly.

After completing the chart I asked them to repeat the sentences, focusing on proper intonation and sentence stress. As the students had practised the forms of the verb “to be” at the beginning of the lesson, had been intensively exposed to the present continuous since the beginning of the lesson by means of the “be” revision, listening and comprehension exercise, they could quickly and smoothly drill the oral form of the present continuous. The passive knowledge of the form of present

continuous and its meaning from the exposition to it during their English classes and the written form of the sentences on the board also helped them produce the oral form properly.

Controlled practices followed. I showed the cards they had become familiar with before the activity and asked “What are you doing?” – showing the card and pointing at a student. They could form the structure properly – even with new words, which had not been on the board (e.g. watch TV etc.). In case of a mistake I used finger correction to indicate the missing form of “to be” or omission of the -ing ending, if this did not help, I pointed to the board and highlighted the omitted part of the sentence using a colour chalk. Similarly to the absence of the auxiliary or the -ing ending I used the finger correction in case of the use of the long form (e. g. “he is” instead of “he’s”). All students were able to self-correct.

At the end of the activity I showed the flash card and pointed at somebody in the class and asked “What is he/she doing?”. Students then formed the present continuous for third person singular, without great difficulties. The only problem was, again, the omission of the auxiliary (e. g. “She cooking”), but they were able to correct themselves.

Unfortunately there was no more time to do more less-controlled practice, so I set exercise 2b from the textbook as homework, so that the students could revise and practise the written form.

As for the inductive approach, the students themselves completed the form of the present continuous by means of individual completing of the written form in a chart. Subsequent peer discussion before the whole-class feedback enabled students gain confidence to share the forms with the whole class and also to correct mistakes. As the students had been exposed to the present continuous during their previous studies and as the forms of “to be” were revised at the beginning of the lesson, the students were able to complete the chart with the rule correctly after the exposition to the chaotic morning story of the Hills. Due to well-established context, pre-teaching of the important verbs and the revision of “to be” structure they managed to grasp the meaning of the new structure immediately, although the meaning was not stated explicitly. The inductive way of presenting made them think of the structure of the tense and this explains why all of them were able to correct themselves if they had omitted the form of “to be”.

To summarize, students revised and extended their vocabulary and learnt to use the present continuous in the context of the Hill’s morning. The use of the inductive approach and individual

discovery, clear and motivating context, illustrative flashcards and demonstrative drills made the learning process smoother, easier and more effective.

7.10 Lesson 4: At the Clothes Shop

This lesson builds on the previous two lessons. In the first one the students were exposed to the story of the Mickey's t-shirt without any particular attention to grammar. In the second lesson they were taught some clothes vocabulary (stated in the presumed input knowledge in the lesson plan) by means of using real clothes in the class. Numbers and prizes were also revised in the lesson.

This lesson aims to present the “How much is/are this/these ... - It's / They're” structure in the context of a clothes shop. Students will also be presented some phrases related to shopping for clothes and in the subsequent lesson the language will be used by means of roleplay.

Lesson Plan

Date:	22 nd November 2007
Topic:	At the clothes shop
Context:	Clothes shop, link to Project 1, unit 6D, p. 67
Presumed input knowledge	Names of clothes: <i>trousers, shorts, jeans, gloves, shirt, T-shirt, jacket, skirt, trainers, trousers, sweater</i> Passive knowledge of use <i>this</i> for <i>shirt, T-shirt, jacket, skirt, sweater</i> ; and <i>these</i> for <i>trousers, shorts, jeans, gloves, trainers, trousers</i> Numbers 1-100, saying prizes (all of these were discussed in the lesson before)
Time	45 minute lesson
Aims:	To revise and practise clothes-related vocabulary, numbers 1-100 and saying how much something costs To present the language used in shops: <i>How much is / How much are, It is..., they are..., Can I help you?, I'll take them, Do you want anything else?, Can I have this ..., Here you are – thank you.</i>
Objectives	At the end of the lesson, students will: <ul style="list-style-type: none"> • have revised the written and oral form of the following clothes-related vocabulary: <i>trousers, shorts, jeans, gloves, shirt, t-shirt, jacket; skirt, trainers, trousers, sweater</i> • have revised numbers 1-100 and prizes • to introduce the following phrases in the context of shopping for clothes: (Customer:) <i>How much is this ... ?/ How much are these ...? Can I have this / these..., I'll take them</i> (Shop assistant:) <i>It is ... / They are ...; Can I help you? , Anything else?</i> • Have practised listening, reading, writing and speaking skills

Research aim	To investigate whether the students will acquire the presented structure (<i>How much</i> + singular/plural verb form of <i>to be</i>) by means of an inductive presentation.
Motivation	Practical topic from every-day life, information gap, real objects in the classroom – clothes (visual intelligence), moving during the presentation (kinesthetic intelligence)
Materials:	Coursebook, cassette player, Project 1 cassette, clothes, blackboard

Procedure:

	What students do / say	Interaction	Time
Stage 1: Introduction Motivation: Ss are curious about the topic of the lesson, interest in shopping Aim: to introduce the topic and attract Ss' attention, agenda			
Greeting, register T says: „What did we speak about last lesson?“ T writes “At the clothes shop” on the board saying: “Today we’re going to go to a clothes shop and do some shopping.” T asks: “Do you like shopping? Who likes it? Raise your hands.” T says: „Good. So today you are going to learn some phrases you will use when you go shopping, and of course we will open a shop with clothes!“	Respond to the teacher (say “clothes”) Listen Raise their hands if they like Listen	T↔Ss T→Ss T↔Ss T→Ss	2 min
Stage 2: Warm-up Motivation: self-testing, fast pace, writing on the board, work with numbers and the words for them (mathematical and linguistic intelligence) Aim: to revise numbers and prizes (discussed the lesson before), warm-up			
T says: “Now I have a dictation for you. You are going to write down the numbers I’ll say. I need two volunteers to go to the blackboard.” T chooses two students to write the numbers. T says: “OK, so take your exercise-books and write the numbers I say. For example, I say ‘six’, so you write down ‘6’” (T illustrates by writing on the board). T dictates the following numbers: 4, 38, 40, 15, 80, 7, 11, 3, 20, 16	Raise their hands if interested, go to the blackboard Prepare their exercise-books, look and listen Write down the numbers they hear	T↔Ss T→Ss T→Ss	5 min

	What students do / say	Interaction	Time
Feedback T asks the two students at the board to show their numbers, others compare and correct.	Check and correct their answers	T↔Ss	
Stage 3: Revision – prizes Motivation: revision, practical use Aim: to revise saying prizes			
T adds the symbol £ to the numbers on the board and adds the following prizes: £7.50, £10.20, £13.80. T asks: “How do you read these?” and points to the numbers on the board	Look, listen Answer	T→Ss T↔Ss	3 min
Feedback T asks: “So how do you say how much something costs?”	Respond	T↔Ss	
Stage 4: Clothes revision Motivation: Ss will be able to move (bodily-kinesthetic intelligence) and revise the clothes from the last lesson (linguistic intelligence), use of real objects (visual intelligence) Aim: revise and practise the clothes from the last lesson			
T says: „OK, here are some clothes we are going to work with...” T arranges the classroom and lies the pieces of clothes around the classroom T says: “Now, everybody, stand up ... and touch the t-shirt!” T says: “Now, tell me, what’s that?” and points to a particular clothing item The oral forms of the clothes are drilled.	Listen and look Move around the class and touch the items T mentions Say the names of the clothes	T↔Ss T→Ss T↔Ss	5 min
Stage 5: Exposition to the new language Motivation: Ss will be active during the presentation, they will say the prizes (linguistic and mathematical intelligence), they will move during the presentation (bodily-kinesthetic intelligence) Aim: to expose Ss to the new language in context, to practise saying prizes			
(Ss are standing around the last clothing item from the previous stage) T says: “OK, now we are in a shop. I’ll put these prizes (shows labels with prizes) to each piece of clothes” T asks: “OK, so, where is a shirt?” (T and Ss move to the shirt) T says: “OK, so this is a shirt. How much is this shirt?” Similarly T asks about: t-shirt, jacket, sweater	Listen and watch T Ss point where the shirt is Ss answer: “It’s £6.20”	T→Ss T↔Ss	8 min

	What students do / say	Interaction	Time
<p>T asks: “And where are the jeans?” (T and Ss move to the jeans) T says: “OK, so these are the jeans. How much are these jeans?” Similarly T asks about: t-shirt, jacket, sweater Similarly T asks about: trousers, gloves, shorts</p> <p>T says: „OK, now let’s revise it” T brings jeans and shirt with the prize labels to the front of the classroom.</p> <p>T says: „This is a shirt. How much is this shirt?” T says: „And these are jeans. How much are these jeans?”</p>	<p>Ss point where the jeans are Ss answer: “They’re £22.60”</p> <p>Listen and watch T</p> <p>Ss answer: “It’s £6.20” Ss answer: “They’re £22.60”</p>	<p>T↔Ss</p> <p>T→Ss</p> <p>T↔Ss</p>	
<p>Stage 6: Clarification Motivation: S-centered clarification (intrapersonal, mathematical/logical learners), well-established context, standing at the blackboard, moving (bodily-kinesthetic learners) Aim: grammar explanation using the inductive method</p>			
<p>T says: “OK, so, can you complete my question about this shirt? What did I say? Can you write it on the board?” If students do not know, T writes “How much _____ shirt?” on the board and asks Ss to complete it. T says: “Great. And what is the answer to this question?” T points at the label at the shirt. T says: “Could you write it on the board?”</p> <p>T says: “Alright, and how did I ask about these jeans? Can you write it on the board?” If students do not know, T writes “How much _____ jeans?” on the board and asks Ss to complete it.</p> <p>T says: “OK. And what is the answer?” T points at the label at the jeans. T says: “Could you write it on the board?”</p> <p>Feedback, summary T summarizes: “OK, so we ask ‘How much is this shirt?’ and the answer is ‘It’s £6.20’”</p>	<p>Ss say “How much is this shirt?”, write it on the board</p> <p>Ss answer: “It’s £6.20” and write it on the board.</p> <p>Ss say “How much are these jeans?”, write it on the board</p> <p>Ss answer: “They’re £22.60 ” and write it on the board.</p> <p>Respond, possibly correct</p>	<p>T↔Ss</p> <p>T↔Ss</p> <p>T↔Ss</p> <p>T↔Ss</p> <p>T↔Ss</p>	3 min

	What students do / say	Interaction	Time
(T highlights the structure on the board). T says: “And we say ‘How much <i>are these</i> jeans?’ and the answer is ‘ <i>They’re</i> £22.60””			
Stage 7: Controlled practice Motivation: different types of drills (linguistic, musical learners), moving between drills (bodily-kinesthetic learners) Aim: to practise and reinforce asking and answering in the shop			
T says: “So, let’s practise these questions and answers. Repeat after me.” T models questions and answers and moves to different places with clothes around the class. T says: “OK, now, sit down and open your books, page 67.” T says: “Look at exercise 3a (points at the exercise). Take a pencil and do this exercise. You can look at the board if you need”. Feedback T asks: “Could you read number 1? Is that correct?” This way T goes through the questions and answers 1-6.	Repeat after T Sit down, open their books Do the 3a exercise. Read their answers, agree/disagree, correct	T↔Ss T→Ss T↔Ss	6 min
Stage 8: Listening Motivation: Ss hear the phrases they know (linguistic, mathematical learners) Aim: to practise understanding the structures, to teach new phrases related to shopping for clothes, to settle students down			
T says: “You are going to listen to some conversations in a shop. Look at this chart (T points to the chart in exercise 4a). Listen and complete the chart with the clothes and the prizes”, T plays the tape. T says: “How many clothes do you have? Do you want to listen again?” T plays the tape again Feedback T asks: “So, what did the first many buy? How much was it? Is it OK? Can you write it on the board?” Similarly all the items are checked.	Do exercise 4a, Listen Respond Probably say “yes” Respond, write the answers on the board	T→Ss T→Ss T↔Ss T↔Ss	8 min
Stage 9: Extra practice: Project 1 Workbook, p. 60, ex. 2 (completing questions and answers about the prizes – controlled practice)			
Stage 10: Reflection Motivation: revision, opportunity to participate Aim: to revise and reflect on what the Ss learnt			
T asks: “So, what did you learn today?”	Respond	T↔Ss	2 min

	What students do / say	Interaction	Time
T asks: "How do you ask about the prize of the jeans?" T asks: "And how do you ask about the prize of the shirt?"			

Reflection

The lesson went on according to the plan. First, relevant vocabulary and saying prizes was revised. Children could remember the clothes vocabulary from the previous lesson quite well, similarly numbers did not cause any problems. The practice of clothes also went on smoothly. In the previous lesson children were excited about having real clothes in the class. In combination with total physical response method and the possibility to move in the class they disturbed. This lesson was, however, much better – they had been familiarized with the clothes and the revision activity was similar to the activity in the previous lesson. I also did the revision quickly, so they did not have time to disturb.

The pupils could remember the words from the previous lesson well – they could see the same clothes and they had matched their meaning to the real objects. As the clothes were drilled properly in the previous lesson, the children also remembered the phonetic form of the words and could pronounce all the clothes correctly.

The grammatical presentation was also successful. I managed to establish clear context by saying that we were going to open a clothes shop, and the prize labels clearly demonstrated that we were going to speak about prizes and the clothes. The children could move during the presentation, which was quite unusual for them and which supported mainly the kinesthetic learners.

The clarification phase was smooth. The pupils were able to answer the questions clearly and enthusiastically, as they were motivated and focused from the beginning of the presentation. I could elicit singular question ("How much is this ...? – It's ...") without difficulties, with plural clothes I stressed "these" when speaking and asked more gifted students who could answer the question about prize properly. When we put the shirt and jeans together, it seemed that most students understood the difference between singular and plural questions because they could complete the sentences on the board.

The practice phase then was quite quick. Students, again, could move and repeated the questions and answers without difficulties. They knew which clothing items were singular and plural from the

previous stages, so there were no big problems. Some weaker students mixed up the forms (saying “this jeans” and singular verb form), but some of them managed to correct their mistake on their own looking at the board or their peers helped them. Then, they practised saying the correct form by means of drill. Similarly, students could do the written exercise (3a, p. 67) without great difficulties. Two weaker students, again, had problems with the use of “this” and “these” and consequently the use of correct verb form (singular or plural). Their peers, however, corrected their mistakes and I asked them to drill the sentences 1-6 again to practise saying and using the proper forms. This mistake is quite common in Czech speakers as the structure in the Czech language is different.

In the listening students did not have great difficulties understanding the conversations with the exception of the third dialogue in which the customer changed her mind and did not take the expensive skirt, but some cheaper trousers instead. This caused problems and most children needed to listen again. After the second listening, however, most of them could understand properly.

As the students needed to listen again, we spent a lot of time on this exercise and thus we only had a little time to check the students’ answers (the majority of students could understand very well – with no or one mistake) and reflect on the lesson.

In terms of the inductive approach and the appropriate acquisition of the structure, most students acquired the target structure properly and in the practice phase the majority of them (except two students) could use the structures correctly. Clear context, student-centered approach, inductive presentation using questioning techniques and employment of the activities challenging various intelligences during the presentation and practice (mainly logical, linguistic and kinesthetic) helped the students acquire the structure.

The organization pattern for the presentation (lead-in, establishing context, clarification and controlled practice phases) was suitable – students could move around the class and some of them had probably assigned the structures with different places in the class, which helped them use the proper structures later on. This pattern, however, could be successfully used due to lower number of students (there were 12 students present) and only if students are used to moving around the class – otherwise the moving can be rather disturbing and students will not concentrate.

In the following lesson the students remembered the rules for the questions and answers in the shop quite well. These structures were further practised and drilled and then together with more shop-

related vocabulary was practised by means of roleplay in which students played customers and shop assistants in a clothes store.

8 Evaluation of the Project

The aim of this diploma thesis was to investigate whether grammar at basic schools can be taught by means of inductive presentations with suitable contexts and using the student-centered approach, and to find out whether the learners can understand and acquire the grammar structures appropriately. The theory and methodology of teaching grammar inductively was analyzed and the research project at basic school was conducted.

In this chapter the research project will be evaluated by means of the final test analysis and questionnaire evaluation. Consequently, the theoretical and methodological findings will be reflected on in the light of their practical realization, and then some conclusions will be made.

8.1 Testing

One of the tools to verify the effectiveness of the three-month teaching was the test. It was held on 3rd December 2007 in the school's second period (from 8:55 a. m.). Two students were absent, so 13 pupils took the test.

Students were not stressed by time limit – they could work on it for the whole lesson. Despite this fact, most students finished the test after 15 minutes. Except one pupil with special learning needs, all of them managed to submit the test in 30 minutes. The last test was submitted after 40 minutes.

The students considered the test quite easy, not too difficult and despite looking stressed at the beginning, they seemed relaxed after taking the test.

The test covered all grammar areas presented in the inductive way, some of which have been included in the lesson plans. As the test was based on grammar structures, spelling mistakes were not regarded as a fail and were not penalized. Two examples of filled-in and corrected tests are enclosed in the appendix section of the thesis (see Appendix 1 and 2) .

8.1.1 Item Analysis

In the following part the tasks will be analyzed one by one, in order to judge whether students acquired the structure properly or not.

Modal Can

In question number one, all students used the modal “can” appropriately with the verbs given. The only problem was that one student did not recognize whether the person in the last picture could or could not draw, but they were not penalized on this, as the focus of the test was grammar.

Similarly, no major problems occurred in the second exercise dealing with question forms. Only one student lost one point on the third sentence writing “Can he goes home?” However, all the remaining sentences were correct. Moreover, this was the only mistake in the student’s test, so it cannot be viewed as misunderstanding the structure (see Appendix 1).

To summarize, all students acquired the structures with the modal can properly. They could use it in positive and negative statements and in questions.

There is / There are

Question number three tested the use of “there is/there are” structure with proper place specification. Four students filled in this exercise without a mistake. Three more students lost only one point in this exercise. Five students scored between ten and seven points, and only one student scored only six points as he did not provide any place specification at all.

The most common mistakes in this exercise were related to the use of determiners and the use of “there is” structure with plural forms. In terms of determiners, omission of the indefinite article with the subject was one of the most common mistakes – two students provided sentences like “There is ball ...”. Two students misused indefinite articles with the plural form (“There are a cats ...”), and two students did not use definite articles with the place specifications – e. g. “..under desk.” As far as the structure of the sentence is considered, two students used only the “there is” structure (only the singular form) – e. g. “There is two books ...”. The second enclosed test (see Appendix 2) illustrates most of these mistakes.

In question four students were asked to make questions and provide short answers. Seven students scored maximum points in this exercise, four students obtained seven or six points, and two students less than six points. In terms of the question forms, the most common mistake was the misuse of “there is” with plural nouns – three students wrote questions “Is there three museums ...”. Similarly to the previous exercise, misuse of indefinite article with plural nouns also occurred in two tests. Only four students had problems with the short answers. One of them did not provide short answers at all, two students, who also misused “is there” with the plural subject in questions, provided answers “Yes, there is” or “No, there isn’t” only, and one student used “they” instead of “there” in one of her answers.

To summarize, the test shows that most students can use the “there is / there are” structures properly. Mistakes in the article use or the structure itself might have been caused by interference with the students’ mother tongue, as there are no such structures in Czech.

Modal “Must”

Question five checked whether the students could use the modal verb “must”. All students scored maximum points in this exercise. The only problems were with the spelling of “drink” – two students wrote “dring” instead. Three students also omitted the definite article when copying the verb phrase – “go to the bank”. However, none of these mistakes was penalized for not being a grammar mistake related to the modal “must”.

The good results in question five indicate that the students acquired the structure properly.

Present Continuous

In question number six students were asked to write sentences in present simple using the verb matched to the picture. Five students scored the maximum points, two students had seven points, and six students obtained five or four points.

The most common mistake was either the omission of the auxiliary or the use of bare infinitive instead of the “-ing” ending, only one student made mistakes in the both parts of the structure. Next, the majority of students referred to the cat in the picture as “she”. The use of “it” in neutral context is more natural, however, students were not penalized on this as “she” is also acceptable.

The results of this exercise show that most students acquired the structure, but some of them make mistakes in the form. The mistakes may be caused by the absence of auxiliaries in their mother tongue, and also absence of a similar structure for describing pictures in Czech.

Use of How much ... ?

The last question dealt with the use of the structure “How much is this ... ? – It’s ... pounds” for singular nouns and “How much are these ...? – They’re ... pounds” for plural nouns. Four students obtained all four points in this exercise, three students scored three points, seven students got two points and one student scored one point.

The most common mistake was using singular structure “How much is this ...? – It’s ...” with plural noun “trousers”. Eight students made this mistake. Three students wrote the question properly, but exchanged “they” for “there” in the answer. One student did not use the verb “be” in the singular question, writing “How much this jacket?”.

The results of this exercise show that students would need more practice in order to use the structures properly. The mistakes might be caused by the fact that the structures with the singular

nouns were used in the first and second situation, thus some may have made the mistake by copying the sentence pattern from the previous two contexts.

8.1.2 Test Summary

Generally speaking, the test results reflect the students' good knowledge of most of the grammar structures covered during the three months. The chart below shows the results of the students.

Test Results

Score (out of 52)	Number of Students	Percentage
51	2	98
50	1	96
48	1	91
47	3	90
45	1	87
43	2	83
42	2	81
34	1	65

The table shows the scores obtained in the test (column 1), number of students with this score (column 2) and percentage (column 3).

As the table shows, most of the students did very well in the test. Seven students scored between 100 and 90 percent, showing good knowledge of the grammar structures. Five students obtained between 89 and 80 percent which is still a very good result.

One student, however, got 65 per cent, which does not illustrate good knowledge of the grammar structures. According to the interview with the mentor, this student is very nervous and moreover often absent, probably due to a repetitive illness. These may be the causes of his weaker performance.

To summarize, the test has shown that the majority of the students acquired most of the structures properly.

8.2 Questionnaire

After the test which was evaluated in the previous chapter, the students were given an anonymous feedback questionnaire. 13 students submitted the questionnaire and expressed their attitude to English, the grammar lessons and their contentment. Two examples of filled in questionnaires are enclosed in the appendix section of this thesis – see Appendix 3 and 4. The results obtained in the questionnaire will now be presented and commented on.

8.2.1 Item analysis

Question 1: Favourite subjects at school

In this question students were asked to tick their favourite subject(s) at school. Most students (11) ticked Physical Education and Woodwork; Arts, Foreign Languages and Geography are also very popular.

As Armstrong points out, the preference of certain subjects at school and the success in these subjects, as well as the choice of certain free time activities, can indicate what intelligences the students have developed (2000, pp. 21-3). Thus, the preference of Physical Education may indicate that kinesthetic intelligence is highly developed in the students. Similarly, the preference of Arts and Geography gives evidence that the students might be good at activities employing visual intelligence.

Consequently, it can be assumed that in terms of multiple intelligences, various intelligences are developed in the students, mainly bodily-kinesthetic, visual, mathematical-logical and linguistic. The class is, in the aspect of multiple intelligences, definitely heterogeneous.

Question 2: Do you like English classes?

Students put a tick on a scale of six boxes to reflect their attitude to the EFL classes. Most students (8) like English classes very much, however, there are two students whose attitude to English is slightly negative.

Question 3, 4 and 5: Contentment with grammar teaching

The students' satisfaction was reflected in these two questions. All 13 students were content with the grammar lessons, eight of whom liked the lessons very much. The students mainly appreciated having fun during the lessons and the use of realia and teaching aids (clothes, pictures, flashcards). Two students liked the games and competitions. One student found the grammar which was presented easy, and one student said that the lessons improved her attitude to English.

Question 5 then investigated students' attitude to their own grammar acquisition. The majority of the students answered "Yes, definitely", or "Yes, probably", one student ticked the "I don't know" answer.

Question 6: Self-esteem

In this question students were asked to try to predict their marks in the test which they had taken and whose results they did not know yet. According to the answers, eight students would get a two and five students would get a one. These answers show that students perceive their actual ability to use their grammar knowledge as at least good, and the test results presented in chapter 8.1.2 show that the majority of the students could use the grammar structures properly.

Question 7: Inductive grammar presentations in the future

In the seventh question students were asked to decide whether they would like to continue having the grammar lessons taught in the way it had been taught since the beginning of the school year (i. e. the inductive approach). All respondents answered yes, eight of them chose the "definitely yes" answer.

Question 8: Comments

Students could write some more comments or suggest any changes for the grammar lessons. Some students said that they would not change anything and some of them stated that they were satisfied with the lessons. One student suggested that grammar should be tested more often, for example weekly.

8.2.2 Questionnaire Summary

The questionnaire analysis has shown that the class is heterogeneous in terms of multiple intelligences. From their answers it is clear that the students appreciated the inductive approach to teaching grammar, they would like to have similar lessons in the future and they liked the use of teaching aids. Their self-esteem roughly corresponds to the grades they obtained from the final test.

As far as the inductive approach is concerned, the results of the questionnaire have shown that the inductive way of teaching grammar was appreciated by all students, including the weaker ones. The inductive approach was also motivating as a variety of prompts and aids was used. To summarize, the inductive approach has appeared a suitable means of teaching grammar.

8.3 Reflection on the Theoretical Findings

At the beginning of the thesis, the characteristics of the target learners were defined. It was stated that learners in a classroom differ in many ways, mainly in terms of their motivation and multiple intelligences. The initial observations in the classroom, interview with the mentor, teaching the class and the feedback questionnaire have shown that the learners in the sixth class were different in the aspect of motivation and multiple intelligences. Thus, the design of the project had to respect these differences, e. g. by employing different intelligences and organization patterns in the grammar presentations. The observed differences have also shown that the class represented a common sample of learners, as it includes both strong and weak students who differ in terms of their motivation, multiple intelligences and special learning needs.

After the analysis of the target learners, the learner-centered approach was described and chapter 2.4 suggested that the student-centered approach should be used with teenage children at basic schools. There are two main reasons for this. First, the student-centered approach respects the pupil's attitude to a superior person. At school the disdained person is the teacher, but in the student-centered approach he or she is not as dominant as in the traditional teacher-centered classrooms. The second reason is that the student-centered approach encourages the students to work with the language on their own and develops the learner autonomy. The lesson plans included in the research project illustrate the use of the student-centered approach in the grammar presentations, i. e. individual or group discoveries and learning through a dialogue. These student-centered presentations were further elaborated in chapters 4 and 5 and will be reflected on in the following part dealing with methodology.

8.4 Reflection on the Methodological Findings

The fourth chapter of the thesis stated that grammar can be taught inductively. The methodological part introduced how lessons with inductive grammar presentations should be planned. Motivating context, proper discovery techniques and proper sequence of the presentation phases are crucial for the students to acquire the presented structure. The lessons in the research project respected these principles, which can be observed in the lesson plans in the practical part. Organization patterns, multiple intelligences, practical implementation of more student-centered approach, discovery techniques and the role of context will be further analyzed.

The inductive presentations, according to the considerations stated in 5.2.2, can be conducted in different organization patterns. It was suggested that the discovery process can be done with the

whole class, individually or in pairs or small groups. In the lessons which were included in the research project, the presentations were conducted in groups (lesson 1), as a whole class (lessons 2 and 4) and individually with subsequent discussion with peers (lesson 3). The reflections stated that the students were able to discover the rules in all these patterns, and the test results showed that the students acquired the language items correctly.

Besides different organization patterns, various intelligences were engaged in the lessons, mainly linguistic, mathematical-logical, visual and bodily-kinesthetic. The students definitely benefited from the integration of different activities involving various intelligences and this helped them not only discover the rules, but also appropriately acquire and remember the structures. However, one important aspect of employing different intelligences in the activities, as the following paragraph shows.

In lesson 4 students benefited from moving during the presentation and practice phase – mainly the kinesthetic learners. However, this way of whole-class presentation has to be set adequately and the teacher has to consider whether the pupils are used to such way of class-work. If not, the presentation might not be so beneficial and rather disturbing, causing indiscipline, as the previous lesson when the clothing items were presented had shown. Similarly, individual or group discoveries may not be successful if the students are used to frontal teaching only. In the traditional teacher-centered instruction the students depend on the teacher who provides them with the rules. It cannot be expected that the learners used to this way of learning will be able to discover the rules themselves or in groups. Individual and group learning are also related to the learner autonomy and the implications of the student-centered approach.

Consequently, it is logical that with the students who are not used to groupwork or individual independent work with the language, frontal but student-centered presentations should be implemented first, slowly raising the learner's confidence and willingness to learn on their own. Scharle and Szabó stress that "success in learning very much depends on learners having a responsible attitude". This attitude should be reinforced gradually, for example by encouraging intrinsic motivation, implementing cooperative tasks and introducing proper learning strategies (2000, pp. 4-8). This was exactly the case of the class where the project was conducted – the initial observations had shown that the learners were quite dependent on the teacher and frontal teaching or individual work on exercises with subsequent feedback from the teacher were the prevailing organization pattern. Respecting this fact I implemented frontal but more student centered

discoveries first (these lessons are not included in the research project plans), then I employed groupwork but with limited time and number of items to be discovered with frontal feedback (lesson 1) and then I integrated individual discovery (lesson 3) and frontal discovery employing moving during the presentation (lesson 4). Insisting on self correction or peer correction, integrating groupwork or pairwork in other activities and praising after finishing cooperative work also contributed to establishing more positive and more learner-centered environment. The reflections and the test results have shown that this way of integrating student-centered approach functioned with the pupils.

In terms of discovery techniques, which were discussed in 5.2.6, some of them were employed in the research project, mainly questioning and matching strategies to discover the grammar rules. All of these appeared effective in terms of the rule formulation and rule remembering as the reflections and the final test have shown. Some discovery techniques, however, could not be used because the language items that were taught did not fit the techniques. In addition the learners were elementary and other techniques, such as more complicated problem solving, require more complex instructions and higher level of language proficiency.

Besides organization patterns and discovery techniques, the proper choice and use of context significantly contributed to the success in the inductive presentations. Reflections, the mentor's observations and the students' activity have confirmed that the choice of context is crucial for inductive presentations. All contexts in the lessons included in the project appeared motivating to the pupils, included sufficient number of examples and were appropriate in terms of length and the students' level. The use of the context from the textbook (lesson 3), modification and personalization of the context from the book (lesson 1 – speaking about a specific town where the teacher comes from), or bringing in a new context (lesson 4) increased the students' motivation for learning, which was important for the subsequent presentation and practice of the rules and their remembering.

8.5 Conclusion

To summarize, reflections after each lesson have shown that the pupils understood the context, discovered the rules successfully and were able to use the structure in the practice phase. The final test then showed that most learners had acquired the structures and were able to use them later on in different contexts. The feedback questionnaires subsequently confirmed that the students appreciated this way of teaching grammar (questions 3, 4 and 5 in chapter 8.2.1). The questionnaire

has also shown that the integration of the inductive and student-centered approach has improved a student's attitude towards English (see Appendix 3).

Reflecting on the evaluation criteria stated in 7.5, the reflections after each lesson including the mentor's comments, the final test, the feedback questionnaire and personal observations have indicated that all of the criteria were met in the practical part. Thus, the practical realization of the project testified that the inductive presentations conducted by means of student-centered discovery activities together with appropriate and motivating context did lead to better acquisition of the grammar rules and their remembering in the class where the project was conducted.

By elaborating this thesis I have understood many relations between the inductive and student-centered approaches, discovered some interesting findings and reflected on and extended my knowledge of the theory and methodology of teaching inductively with the focus on students. In the research project I could see how the pupils reacted to my teaching and consequently I have improved my teaching skills. Personally, I strongly believe that the presented way of teaching English grammar is effective and works not only with teenagers, but also with young adults and adults. In addition, done in the covert way (i. e. without explicit rule formulation and grammar explanation), the inductive approach can be used with young learners, too.

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APPENDICES

LIST OF APPENDICES

APPENDIX 1: THE FINAL TEST (A VERY GOOD STUDENT)	A1
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MID-TERM TEST**NAME:** [REDACTED]**1) Make sentences. Use can or can't and the verbs from the box:**cookdancedrawplay table tennisskiswim(he) He can't swim.(he) He can't cook.(they) They can dance.(he) He can't ski.(he) He can play table tennis.(she) She can draw.

10 10

2) Make questions.**Example:** I can play golf. And you? - Can you play golf?

I can speak English. And you?

- Can you speak English?

I can take photographs. And Rebecca?

- Can she take photographs?

I can go home. And Simon?

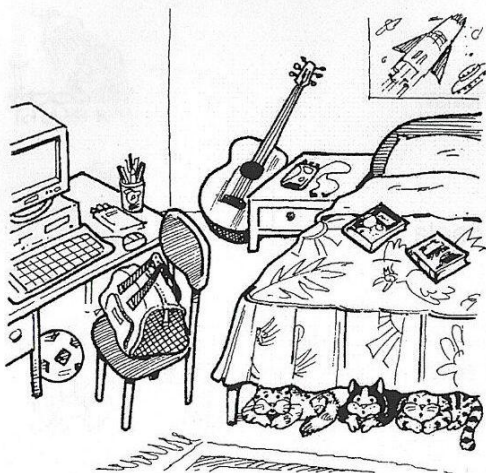
- Can he go home? -1

I can dance. And they?

- Can they dance?

3 4

3) Look at the room and write what you can see. Say where the things are. Use there is or there are.



Example: There is a bag on the chair.

- 1 There are two books on the bed.
- 2 There are three cats under the bed.
- 3 There is a ball under the table.
- 4 There is a poster on the wall.
- 5 There is a computer on the table.
- 6 There is a chair in front of the table.

12	12
----	----

4) Make questions about Jihlava and complete the answers.

Example: Is there a zoo in Jihlava? (a zoo) – Yes, there is.

Is there a theatre in Jihlava? (a theatre) – Yes, there is.

Are there two cinemas in Jihlava? (two cinemas) – Yes, there are.

Are there three museums in Jihlava? (three museums) – No, there aren't.

Is there a big library in Jihlava? (a big library) – No, there isn't.

P	8
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5) What do the people say? Use must and a verb from the box.

go to bed

go to the bank

have a drink

have a rest



I'm tired!
I must have a rest.

I'm thirsty!

I must have a drink.



My tooth hurts!
I must go to bed.

I don't have any money!

I must go to the bank.



6	6
---	---

6) What are they doing? Match the picture and the verbs. Then write sentences.



watch TV

They're watching TV.

sleep

He is sleeping.

have a shower

She's having a shower.

wash up

He's washing up.

play tennis

She's playing tennis.

8

8

7) Look at the pictures and complete the dialogues.



How much is this shirt?

It's twenty pounds.

How much is this jacket?

It's fifty-five pounds.

How much are these trousers?

They're forty pounds.

4

4

51

52

MID-TERM TEST**NAME:** _____**1) Make sentences. Use can or can't and the verbs from the box:**~~cook~~~~dance~~~~draw~~~~play table tennis~~~~ski~~

swim

(he) He can't swim.(he) He can cook.(they) They can dance.(he) He can't ski.(he) He can play table tennis.(she) She can draw.

10

10

2) Make questions.**Example:** I can play golf. And you? - Can you play golf?

I can speak English. And you?

- Can you speak English?

I can take photographs. And Rebecca?

- Can Rebecca take photographs?

I can go home. And Simon?

- Can Simon go home?

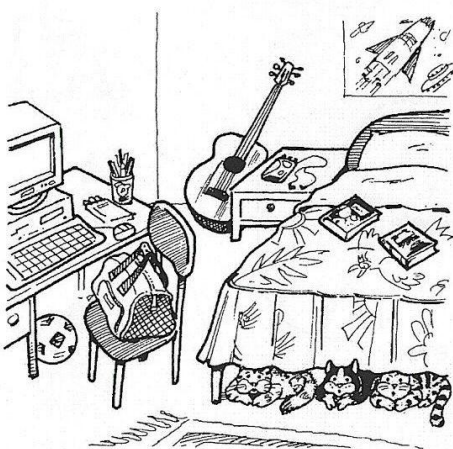
I can dance. And they?

- Can they dance?

4

4

3) Look at the room and write what you can see. Say where the things are. Use there is or there are.



Example: There is a bag on the chair.

- 1 There is a computer on the desk.
- 2 There are a book on the bed.
- 3 There are a cat under the bed.
- 4 There is a ball under the desk.
- 5 There is a guitar on the floor/podla.
- 6 There are a pencils on the desk

P

12

4) Make questions about Jihlava and complete the answers.

Example: Is there a zoo in Jihlava? (a zoo) – Yes, there is.

Is there a theatre in Jihlava? (a theatre) – Yes, there is.

Are there two cinemas in Jihlava? (two cinemas) – Yes, there are.

Are there three museums in Jihlava? (three museums) – No, there aren't.

Is there a big library in Jihlava? (a big library) – No, there isn't.

P

8

5) What do the people say? Use must and a verb from the box.

go to bed

go to the bank

have a drink

have a rest



I'm tired!
I must have a rest.

I'm thirsty!

1. I must have a drink

My tooth hurts!

2. I must go to dentist's.

I don't have any money!

3.



- must
- 1) I must have a drink!
 - 2) I must go to bed!
 - 3) I must go to bank!

C

6

6) What are they doing? Match the picture and the verbs. Then write sentences.



4. watch TV They watching TV. -1

5. ^{The} sleep Cat's sleeping.

1. have a shower She's having a shower.

2. wash up He's washing up.

3. play tennis She's playing tennis.

7	8
---	---

7) Look at the pictures and complete the dialogues.



How much is this shirt?

It's twenty pounds.



How much is this jacket?

It's fifty-five pounds.



How much is this ^{trousers} ?

It's forty pounds. -2

2	4
---	---

45	52
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2

Hodnocení výuky gramatiky

- 1) Jaké jsou tvé nejoblíbenější předměty ve škole? Zakřížkuj políčka vedle předmětů (můžeš vybrat i více odpovědí)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> matematika | <input checked="" type="checkbox"/> dějepis | <input type="checkbox"/> tělesná výchova |
| <input type="checkbox"/> fyzika | <input checked="" type="checkbox"/> zeměpis | <input type="checkbox"/> dílny / vaření / šití |
| <input type="checkbox"/> informatika | <input checked="" type="checkbox"/> přírodověda | <input checked="" type="checkbox"/> pracovní vyučování |
| <input type="checkbox"/> chemie | <input type="checkbox"/> občanská nauka | <input checked="" type="checkbox"/> výtvarná výchova |
| | <input type="checkbox"/> český jazyk | <input checked="" type="checkbox"/> hudební výchova |
| | <input checked="" type="checkbox"/> cizí jazyk(y) | |

- 2) Máš rád(a) hodiny angličtiny? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj:



- 3) Jak jsi byl(a) spokojený/á se způsobem výuky gramatiky (použití *can/can't, there is/there are, předložky (opposite, between, behind, next to, in front of), must, přítomný čas průběhový, How much.. s oblečením*) během posledních dvou měsíců? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj.



- 4) Proč jsi vybral(a) v otázce č. 3 právě tu odpověď? Proč jsi s výukou gramatiky byl(a)/nebyl(a) spokojený/á? Napiš svou odpověď do těchto řádků.

*Barbala mi jsem spokojená, protože byla i i scanda
a ne jenom špatná. jsem moc moc moc spokojená.
a začala mě víc bavit a jina. :D :D :D*

- 5) Myslíš, že jsi gramatiku lépe pochopil? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj.

Určitě ano



Spíše ano



Nevím



Spíše ne



Určitě ne



- 6) Dostal jsi test na gramatiku, kterou jsme se učili za poslední dva měsíce. Jakou známku by sis z testu dal? Označ křížkem jednu odpověď.

☒ jedničku

☒ dvojku

☐ trojku

☐ čtyřku

☐ pětku

- 7) Chtěl(a) bys, aby se v hodinách angličtiny gramatika učila i nadále stejným způsobem jako minulé dva měsíce? Označ křížkem to políčko, které nejlépe vyjadřuje Tvůj názor.



☒ určitě ano

☐ spíše ano

☐ spíše ne

☐ určitě ne

- 8) Co bys ještě chtěl k hodinám gramatiky nebo tomuto dotazníku dodat? Zaujalo Tě něco? Něco bys na hodinách změnil? Napiš svou odpověď do těchto řádků.

NIC NEMÍNIM ZMĚNIT

Děkuji za odpovědi.

Hodnocení výuky gramatiky

- 1) Jaké jsou tvé nejoblíbenější předměty ve škole? Zakřížkuj políčka vedle předmětů (můžeš vybrat i více odpovědí)

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> matematika | <input type="checkbox"/> dějepis | <input checked="" type="checkbox"/> tělesná výchova |
| <input type="checkbox"/> fyzika | <input type="checkbox"/> zeměpis | <input type="checkbox"/> dílny / vaření / šití |
| <input type="checkbox"/> informatika | <input type="checkbox"/> přírodověda | <input checked="" type="checkbox"/> pracovní vyučování |
| <input type="checkbox"/> chemie | <input type="checkbox"/> občanská nauka | <input checked="" type="checkbox"/> výtvarná výchova |
| | <input type="checkbox"/> český jazyk | <input checked="" type="checkbox"/> hudební výchova |
| | <input checked="" type="checkbox"/> cizí jazyk(y) | |

- 2) Máš rád(a) hodiny angličtiny? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj:


☐

☐
☐
☐

☐

- 3) Jak jsi byl(a) spokojený/á se způsobem výuky gramatiky (použití *can/can't, there is/there are, předložky (opposite, between, behind, next to, in front of), must, přítomný čas průběhový, How much.. s oblečením*) během posledních dvou měsíců? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj.


☒
☐
☐
☐
☐

☐

- 4) Proč jsi vybral(a) v otázce č. 3 právě tu odpověď? Proč jsi s výukou gramatiky byl(a)/nebyl(a) spokojený/á? Napiš svou odpověď do těchto řádků.

Bavilo mě. Až.

- 5) Myslíš, že jsi gramatiku lépe pochopil? Označ křížkem jedno políčko, které nejlépe vyjadřuje Tvůj postoj.

☐ Určitě ano

☒ Spíše ano

☐ Nevím

☐ Spíše ne

☐ Určitě ne

- 6) Dostal jsi test na gramatiku, kterou jsme se učili za poslední dva měsíce. Jakou známku by sis z testu dal? Označ křížkem jednu odpověď.

☐ jedničku

☒ dvojku

☐ trojku

☐ čtyřku

☐ pětiku

- 7) Chtěl(a) bys, aby se v hodinách angličtiny gramatika učila i nadále stejným způsobem jako minulé dva měsíce? Označ křížkem to políčko, které nejlépe vyjadřuje Tvůj názor.

☐ určitě ano

☒ spíše ano

☐ spíše ne

☐ určitě ne

- 8) Co bys ještě chtěl k hodinám gramatiky nebo tomuto dotazníku dodat? Zaujalo Tě něco? Něco bys na hodinách změnil? Napiš svou odpověď do těchto řádků.

Hodiny se mi líbily. Hlavně pomůcky (oblečení, obrázky...)

Děkuji za odpovědi.